

Charles University

Faculty of Arts

Department of English Language and ELT Methodology



Stefanie Morejón

English as a Lingua Franca in Europe and Asia: Teaching Policy on the Ground

**Angličtina jako lingua franca v Evropě a v Asii:
Výuková politika v praxi**

Thesis Advisor: Mgr. Tamah Sherman, Ph.D.
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I declare that I have drafted this thesis independently, that I have properly quoted all the sources and literature used, and that the work has not been used for another university degree or to obtain another or the same degree.

I have no objections to the MA thesis being borrowed and used for study purposes.

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ABSTRACT

The present thesis considers the topic of English as a Lingua Franca as it is perceived and experienced by three groups: the ELF research community, ELT professionals, and ELF users themselves.

This thesis first presents an overview of the theoretical foundations of ELF research, identifying key topics with which the ELF research community has grappled in recent decades.

In order to determine how much closer the ELT community has gotten to aligning teaching policy, practices, and goals to students' specific needs and expectations, sociolinguistic research in the form of seven semi-structured interviews was conducted with L2 English speakers who use ELF to live, work, and study in their daily lives, and the ELT professionals tasked with developing their English skills in the classroom.

The content of these interviews is then analyzed with regard to the specific needs and expectations of ELF users and the concerns of ELT professionals, followed by a discussion of the key issues uncovered in these interviews in light of the theoretical background of ELF research. The author provides suggestions for further research aimed at improving the ELT community's role in developing ELF proficiency in the expanding circle.

Keywords: English as a Lingua Franca, English Language Teaching, Expanding Circle, ELF users, ELT professionals

ABSTRAKT

Diplomová práce se zabývá otázkou, jak *angličtinu jako lingua franca* (ELF) vnímají tři skupiny: výzkumníci zabývající se ELF, vyučující angličtiny (ELT) a samotní uživatelé ELF.

V práci jsou nejprve představena teoretická východiska výzkumu ELF a identifikována hlavní témata, kterým se toto odvětví bádání věnuje v posledních dekáдах.

Aby bylo možné určit, zda se odborníkům zabývajícím se ELT daří propojit plánování, praxi a cíle výuky se specifickými potřebami a očekáváními studentů, bylo provedeno sociolingvistické šetření sedmi částečně strukturovanými rozhovory se mluvčími angličtiny jako L2, kteří používají ELF v každodenním životě, v práci a při studiu, a rozhovory s profesionály, kteří mají příslušné dovednosti rozvíjet ve výuce.

Obsah těchto rozhovorů je následně analyzován s ohledem na specifické potřeby a očekávání uživatelů ELF a zájmů a cílů učitelů jazyka. Následuje vyhodnocení hlavních témat, která vyvstala během těchto rozhovorů, a jejich porovnání s teoretickým výzkumem v oblasti ELF. Autorka navrhuje další směr výzkumu s cílem zlepšit roli učitelů a ostatních profesionálů v oblasti ELT při rozvíjení dovedností potřebných pro komunikaci v tzv. rozšiřujícím se kruhu.

Klíčová slova: angličtina jako lingua franca, výuka angličtiny, rozšiřující se kruh, uživatelé ELF, odborníci na ELT

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List of Abbreviations

ACE	Asian Corpus of English
AmE	American English
BELF	Business English as a Lingua Franca
BrE	British English
CEFR	Common European Framework of Reference for Languages
DELTA	Diploma in Teaching English to Speakers of Other Languages
EAP	English for Academic Purposes
EIL	English as an International Language
EFL	English as a Foreign Language
ELF	English as a Lingua Franca
ELFA	English as a Lingua Franca in Academic Settings
ELT	English Language Teaching
ENL	English as a Native Language
ESL	English as a Second Language
IELTS	International English Language Testing System
L1	First Language
L2	Second Language
LFC	Lingua Franca Core
NEST	Native English-Speaking Teacher
NNEST	Non-Native English-Speaking Teacher
NS	Native Speaker
NNS	Non-Native Speaker
RP	Received Pronunciation
SLA	Second Language Acquisition
TEFL	Teaching of English as a Foreign Language
TESOL	Teaching of English to Speakers of Other Languages
TOEFL	Test of English as a Foreign Language
VOICE	Vienna-Oxford International Corpus of English

1 Introduction

The fact that English is the international lingua franca in today's rapidly globalizing world is largely uncontested. Of the estimated 940+ million speakers of English worldwide in 2017, only about 340 million of them are native speakers (Ethnologue).

European and Asian countries conduct wide-scale business transactions internationally (UNCTADstat 2017), send massive numbers of students abroad each year through university exchange programs, (Erasmus+ 2017), and rely economically – in some countries more than others – on heavily-promoted tourism networks (Eurostat 2017). Out of the necessity to facilitate effective communication between these linguistically diverse nations, English is used as a lingua franca by Europeans and Asians who conduct at least one aspect of their lives in English; in turn, these users adapt the language to their communicative needs and in terms of their unique linguistically and socio-culturally-informed communicative competences. What began as a direct result of the rise to power of native English speaking countries has increasingly given way to an unprecedented internationality of the English language that is both the motivation for English as a Lingua Franca, and the result of it.

Though much research has been conducted by the linguistic community on the topic of English as a Lingua Franca, including the potential benefits of ELF-informed language education, the pedagogical community on the ground is still behind in the practical application of language-awareness information and tools demanded by the implications of the rise and reign of the English language. Hoards of enthusiastic English teachers flock around the world each year, and the language-teacher market in Europe and Asia dominates at the front of the pack in terms of desirability and demand. Despite the linguistic community's acknowledgement that ELF-specific language education would better prepare students for the unique contexts in which their mastery of the English language will be demanded, the average language school still touts native-speaker standards as the benchmark against which to measure a student's level of proficiency.

What implications does this have for the average non-native English speaker who must then use English with other non-native speakers within the cultural mosaic of Europe and Asia? What challenges does this reality present for our students, teachers, and

administrators? Where do we need to go from here in order to best address the unique concerns of our global ELF community?

This thesis considers the topic of English as a Lingua Franca as it is perceived and experienced by three groups: the ELF research community, ELT professionals, and ELF users themselves.

Chapter 2 presents an overview of the theoretical foundations of ELF research, identifying key topics with which the ELF research community has grappled in recent decades. As stated in the end of this chapter, ELF research has highlighted the fact that lingua franca interactions, including those conducted in English in the expanding circle, are situation-specific, and argues that the teaching policies of ELT professionals should likewise be formulated specifically for the contexts in which students will need to use the language.

In order to determine how much closer the ELT community has gotten to aligning teaching policy, practices, and goals to students' specific needs and expectations, sociolinguistic research in the form of semi-structured interviews was conducted with five L2 English speakers who use ELF to live, work, and study in their daily lives, and two ELT professionals tasked with developing their English skills in the classroom. Chapter 3 outlines the methodology by which research in the present study has been conducted.

In Chapter 4, I will provide my own content-based analysis of these interviews with regard to the specific needs and expectations of ELF users and the concerns of ELT professionals, which will be followed by a discussion of the key issues uncovered in these interviews in light of the theoretical background of ELF in Chapter 5.

Finally, in Chapter 6, I will summarize the main findings of this study, and reiterate the need for ELF-informed practices in the ELT classrooms of the expanding circle. Suggestions for further research aimed at improving the ELT community's role in developing ELF proficiency in the expanding circle will also be discussed.

2 Theoretical Overview

2.1 Rise and Expansion: English as a Contact Language

A contact language is a language spoken by two distinct linguistic communities who come into contact with each other; this contact can occur for a variety of reasons, including, but not limited to, trade, geographical proximity, migration, immigration, or colonization. Contact languages generally fall into complementary dominance roles, in terms of which we describe their influence on another language or language variety as superstratum, adstratum, or substratum. English can largely be classified as a superstratum language, or sociopolitically dominant language, which exerts a superstratum effect on the language or variety with which it has come into contact. Catapulted into its current position in the global arena by "the expansion of British colonial power [...] towards the end of the 19th century (Crystal 2003a:59), English has enjoyed superstratum status in the majority of its colonized territories, a trend which has continued as a result of "the emergence of the United States as the leading economic power of the 20th century" (Crystal 2003a:59). As a contact language, English has exerted a great deal of influence on the speech communities with which it has come into contact, resulting in today's multitude of dialects and varieties.

2.1.1 The Globalization of English

To paint a thoroughly complex issue with broad strokes, we can refer to two English language diasporas. The first, responsible for new L1 varieties, involved "the migration of around 25,000 people from the south and east of England primarily to America and Australia" (Jenkins 2009:5). The second diaspora is responsible for what researchers in the field have termed "New Englishes" (Jenkins 2009:5), and refers to the colonization of Asia and Africa in the late 18th to 20th Centuries.

This colonizing past has made way for the existence of multiple L1 dialects of English, roughly broken into three major geographical sections: Australian, North American, and British English (Jenkins 2009:2). The table below details the L1 and L2 use of English in these three major dialectal regions, as estimated in 2001, and has been adapted from that found in the relevant reference and updated to show the latest available census figures, where they differ from the original table.

Territory	L1 Usage Estimate	L2 Usage Estimate	Population ¹
Australia	18,400,000 (2015)	3,500,000	23,969,000 (2015)
Canada	19,400,000 (2011 census) 255,000,000 ²	7,000,000	35,158,000 (2014 census)
United States		25,600,000	321,369,000 (2013 census)
United Kingdom (England, Wales, Scotland, N. Ireland)	58,190,000	1,500,000	65,100,000 (2015)

Table 1. English-speaking territories (adapted from Jenkins 2009:2; from Crystal 2003a:62-65)

While conservative estimates in 2016 place the number of English speakers worldwide at around 983 million (Ethnologue 2017), nearly a decade ago it was suggested by linguist David Crystal (2003:67) that there may actually be closer to two billion English speakers around the world, taking into consideration the steadily-growing number of individuals with developing proficiency in the language enrolled in ELT lessons, as well as those studying independently who haven't been included in the initial count.

Regardless of which estimate you subscribe to, only about 370 million of this number are native speakers (Ethnologue 2017). The English language, as lingua franca of a rapidly globalizing world, is therefore awash with opportunities for contact to occur between both L1 and L2 speakers. As a result of this rampant mixing and the use of the language by those other than L1 speakers, English continues to move out of the mouths of native speakers, and into that of non-native speakers, who adapt the language to accomplish their own specific communicative tasks (Widdowson 1984:384). Recalling Kachru's (1992:356) model of the English language as divided into three geographically-delineated concentric circles (see Figure 1, below), the reality of ELF in today's world as a "function of the transcultural exploitation of the communicative resources of all three [circles]" (Seidlhofer 2011:81), requires demarcation on an altogether different scale.

2.2 Defining ELF: Essential Terminology

In order to discuss the role of English in today's world, it is necessary to first parse out adequate definitions for the various abbreviated terms used by the research community to describe English language users. First, the term English as a Second Language (ESL) refers to second language speakers of English who use English to navigate their daily lives. ESL

¹ Latest available figures represented (see Simons & Fennig 2017, unless otherwise noted)

² World Factbook 2013

speakers generally live in a country in which English is the official or majority language, such as England, the United States, or Australia. English as a Foreign Language (EFL) speakers, on the other hand, are defined as L2 speakers for whom English is not a daily necessity, but who primarily use English with native speakers (Jenkins 2009).

The distinction between EFL, as defined above, and that which is widely known as English as a Lingua Franca (ELF), has to do with the occasions of its use and associated pedagogical theory. A lingua franca, historically understood to be a kind of mixed language, can be defined as "a hybrid used as a medium of communication between people from different speech communities" (Seidlhofer 2011:7); whereas EFL speakers use the language with L1 English speakers, ELF users represent a growing number of L2 English speakers in regions such as Europe and Asia who use the language to communicate with other L2 English speakers (Jenkins 2009). This definition, along with Firth's contention that ELF be defined as "'a contact language' between persons who share neither a common native tongue nor a common (national) culture and for whom English is the chosen foreign language of communication" (Firth 1996:240) is problematic, as it excludes L1 English speakers. While not as numerous as L2 users of the language, L1 English speakers are nevertheless an important and active part of the global English-speaking community that should not be overlooked (see Cogo & Dewey 2012:12).

Ultimately, the unique reality of English today, as a contact language with a breadth and scope all its own, has had considerable implications for a steadily growing community of researchers dedicated to understanding its unparalleled growth and applying these research findings to a variety of specializations. Empirical evidence uncovered by researchers such as Seidlhofer (2001) and Mauranen (2003, 2006a), for example, who are responsible for the Vienna VOICE and the Helsinki ELFA corpora, respectively, has gone a long way in making the case for the designation of ELF as a discrete variety of English, though there is still considerable debate regarding this nomenclature due to the variable nature of ELF characteristics and ELF interactions. Moreover, a number of terms have circulated among researchers to designate this unique variety, including English as an International Language (EIL), World English (WE), and Global English (GE) (see Quinn Novotná 2012 for a detailed description of this "alphabet soup").

For our purposes, we will refer to this phenomenon as English as a Lingua Franca (henceforth ELF). In the ELF perspective, function is paramount to form; in other words, while ELF may exhibit non-standard features that do not align with native-speaker norms, these features are nevertheless considered legitimate within particular "communities of

practice" (Seidlhofer 2009:238). Being that ELF is used by all English users in specific contact situations to accomplish certain tasks, but is not their primary dialect or variety, I will borrow the phrase *functional variety* (Dunková 2014:16) to describe ELF. This community of users includes both L1 speakers who speak traditional native varieties, L1 speakers of "local varieties", and L2 speakers.

In the last few decades, this burgeoning field of research has been considered in light of various concerns among researchers from multiple perspectives, most notably linguistics, sociopragmatics, and pedagogy, which will be discussed in later sections.

2.3 Topics and Timeline of ELF Research

Though the changing face of English had been noted by linguists for quite some time (Halliday 1964; Quirk 1985; Trudgill 2002), the modern conception of ELF was first brought to the attention of the academic community in the 1980's by linguists Hüllen (1982) and Knapp (1985, 1987), who "identified a need for empirical studies to identify formal and functional aspects [of English as an International Language (EIL)] that may be useful with regard to teaching" (Jenkins et al. 2011:285). Braj Kachru famously described the types of English used worldwide in terms of "three concentric circles" (1985) of "norm-providing...norm-developing...[and] norm-dependent" (Bhatt 2001:527-550) varieties of the inner, outer and expanding circles, respectively (see Figure 1). The distinction between these categories of World Englishes paved the way for more methodical consideration of the similarities and differences between these groups. Despite this increasing interest, the topic of English as a lingua franca, subsumed under larger, more general research areas, remained a marginal topic of research until the mid-1990s.

In his plenary address at the 27th Annual TESOL Convention, Henry Widdowson pointed out the fact that, while there is a consensus among language teachers that students should be encouraged to make the language their own by engaging with it "cognitively, affectively, [and] personally" (1994:386). English is at the same time subject to the widely-accepted opinion that only the 'authentic' language – that is, English which conforms "to native-speaker patterns" (Ibid.:387)– is acceptable. However, Widdowson argues that native-speaker English is a product of the culture of native speakers; by enforcing these standards in the classroom, we are insisting that non-native speakers assume NS cultural "identit[ies], conventions, and values (Ibid.:381). Widdowson is among the first to suggest that this is neither beneficial nor necessary.

The late 1990s saw researchers move away from these more theoretical enquiries and embark upon a new phase of ELF research, grounded in the compilation of several corpora and the subsequent analysis of this newly-mined data. One of the first of these studies, for example, was that conducted by Jennifer Jenkins, who, in 1997, finally answering the call for empirical research on the topic of ELF, identified key phonological features of English used in a lingua franca context, which she termed the Lingua Franca Core (LFC) (Jenkins 1997), and to which we will devote more attention in a later section. This new era of corpora-informed research made it possible for linguists to not only identify specific features of ELF, but to point out the features with the most targetable salience for the ELT community.

2.3.1 Corpora-Based ELF Research in Europe and Asia

Since 2000, ELF research has moved forward at a considerably faster pace with the introduction of several searchable corpus resources. In 2001, Barbara Seidlhofer identified a "conceptual gap" (Seidlhofer 2001), in which research on the topic of English used by L2 speakers in international contexts has progressed considerably while the ELT community continued to focus on native speaker norms as models in the classroom. She introduced the Vienna-Oxford International Corpus of English (VOICE) (Seidlhofer 2001), "the first computer-readable corpus capturing spoken ELF interactions" (VOICE website). The million-word corpus consists of transcribed speech events "from professional, educational, and leisure domains" (VOICE website).

In response to the differences seen in ELF in specific domains of usage, Anna Mauranen began developing the million-word ELF in Academic Settings (ELFA) corpus in 2003. The ELFA corpus was completed in 2008 and focuses on transcribed spoken ELF in the academic domain (ELFA 2008).

With two major corpus resources at their disposal, researchers began systematically analyzing the use of English by L2 speakers in international contexts. While the focus of most research in the early 2000's focused on European contexts, this decade has seen increased attention to ELF phenomena in Asian countries, with linguist Andy Kirkpatrick leading the charge through his development of the million-word Asian Corpus of English (ACE), consisting of "naturally occurring, spoken, interactive ELF in Asia" (ACE website).

2.3.2 Sociolinguistic Identity of ELF Users

Seidlhofer (2011) set out to redefine the popular conception of English as a Lingua Franca put forth in the intervening decades by researchers, such as Quirk and Trudgill, who see ELF as a widespread, but ultimately faulted and substandard, realization of the English language. She concedes that Standard English is "equated with nativeness" (Seidlhofer 2011:50), but insists that ELF requires demarcation on an altogether different scale, specifically, one that is "*functionally* and not *formally* defined" (Seidlhofer 2011:77, emphasis added), to be described appropriately. In essence, ELF must be considered alongside its sociolinguistic motivations and outcomes, as its users, for a variety of reasons, "mark out linguistic boundaries to define the communal space in which they can invest their group identity ... and feel socially secure" (Seidlhofer 2011:77). She specifically points out the linguistic "fluidity and flexibility" (Seidlhofer 2011:80) of ELF as a positive attribute allowing for a higher degree of communicativeness among its speakers, a function as much of where the communication is taking place as much as who is taking part in the communication and use of the language. Singling out the three-circle model put forth by Kachru in the late 90's, Seidlhofer states that ELF cannot be made to fit into these neatly divided concentric circles, but is, rather, "a function of the transcultural exploitation of the communicative resources of all three" (Seidlhofer 2011:81). This "freeing of 'a language'" (Seidlhofer 2011:81) from a specific geography and culture is what lends ELF its unique flavor.

As a transcultural functional language variety, ELF must then be considered not just as what it is formally, but in terms of its functional role is in those spheres of daily interaction in which it is used. An important question to consider may be how the linguistic identity of ELF speakers is realized through its function as the language of intercultural business, education, and personal affairs. Another important question, however, and one that has greater implications for the acceptance of ELF as a functional variety of English in its own right, is that of how ELF speakers understand their own identity.

As an example, we can look to Will Baker's (2011a) attempt to tackle this question through a series of interviews with higher education students in Thailand. Though limited in its scope, only comprising interviews with seven students, the study paints a picture essentially echoing the proposals of both Widdowson and Seidlhofer, among others, that ELF is the complex realization of English as it is used on the ground by multicultural users, distinguished by its steady refusal to fit into any one box.

Baker approaches the conceptual issue at hand from the perspective that language "can never be culturally neutral" (Baker 2011a:35), and that ELF "also offers a means and source of expressions of identity" (Baker 2011a:35). The harmonious interplay between language, culture, and identity is "created in each instance of communication depending on the speakers, setting, and subject" (Baker 2011a:38). Considering the responses received from each of the participants in Baker's study, it is clear that ELF users do not "feel forced into the cultural norms of 'native' English speaking countries" (Baker 2011a:41), but feel a sense of freedom manifested through their borrowing of aspects of *native* culture into their *foreign* lives, mixing and matching from the cultural pool in order to achieve a final product which is neither one nor the other, but exists in a "third place" (Baker 2011a:38; see Kramsch 1993). Baker's findings suggest that while ELF is "used to create and communicate" (Baker 2011:42) a user's culture, ELF users subconsciously "identify with other ELF users" (Baker 2011a:43), and, by means of and due to their "multilingual competence" (Baker 2011a:43), form an identity that is altogether other, that of the "'intercultural citizens' who possess similar multilingual and multicultural abilities and attitudes" (Baker 2011a:43), though they themselves might not actively consider the question of identity at all.

ELF culture and identity, then, is a means of explaining and making sense of experiences relevant to its speakers, a major percentage of English language users in today's transcultural, international world. Proficient ELF users do not simply adopt the culture of the native English world, but bring to it "their linguistic and cultural identity more or less intact" (Seidlhofer 2011:84), and, as proficient speakers, must "make it [their] own" (Widdowson 1994:384). The reality and very effectiveness of ELF lies in its multicultural and multilingual nature. "The main means of wider communication ... outside people's primary social spaces and speech communities" (Seidlhofer 2011:84), it is strengthened by the varied cultural identities inhabited by its speakers.

2.3.3 ELF in the Present Day

Today, English as a Lingua Franca research continues to develop theoretically and empirically. Attention by researchers has focused on several areas of importance, which we will consider in turn over the following sections. However, while describing the phonological, lexicogrammatical, and pragmatic characteristics of ELF, one point must be addressed and clarified, and a position taken. There is some debate among the research community regarding the description of ELF as a proper variety of English. As mentioned earlier, Firth (2009) argues that empirical research, in having made possible the identification

of its unique formal and functional aspects, suggests that ELF should be characterized and treated as a discrete variety of English; Jenkins, Cogo, and Dewey (2011), on the other hand, take the position that the changeable nature of ELF communication, dependent on such variables as situational context and the sociolinguistic background and identity of its users, limits its potential as a veritable variety in the traditional sense.

However, it is this author's position that both these positions are akin to fitting a square peg into a round hole. As Seidlhofer asserts (2009a:238), perhaps better than trying to describe ELF using existing terminology, it is time to "rethink what we mean by the notions of language variety and speech community" (Jenkins et al. 2011:297). The consequence of globalization and technology has been increased contact between people all over the globe in all domains; English, and all its iterations and sub varieties, in its role as a global language, has changed dramatically as a result of this contact. Consequently, terms that were once sufficient to describe its community of users no longer seem accurate when faced with the number of English users in the world today, and the unique ways in which they create meaning and foster understanding in contact situations.

This has, undoubtedly, substantial implications for the English language teaching (ELT) community. The variability of ELF means that teaching a "standard" variety of English to learners, with its importance of approximating native-like features of phonology and grammar, for example, may not be appropriate in most contexts. ELT professionals, as well as students and administrators, see the value of teaching functional varieties of English, tailored to the needs and expectations of particular "communities of practice" (Seidlhofer 2007). In certain contexts, such as in the European and Asian contexts which we will discuss in this paper, this might mean that ELT professionals should allow for a certain amount of variability in phonological output, for example, or adjust their expectations regarding a learner's use of articles for the sake of greater communicative success.

2.4 Linguistic and Pragmatic Characteristics of ELF Communication

If we are to consider Lingua Franca English as a teachable functional variety of English, separate from the generally acknowledged L1 and L2 varieties which abound around the globe, then we must define a set of characteristics which differentiate it from the aforementioned varieties. One major impediment to this endeavor, however, is the fundamentally variable and changeable nature of ELF interactions to which I have already alluded. Nevertheless, much research conducted up to the present day has focused on identifying the unique linguistic and pragmatic characteristics of ELF communication,

focusing in particular on the areas of phonology (Jenkins 1998, 2000), lexicology and grammar (Seidlhofer 2001a; Mauraanen 2003, 2006a), and pragmatics (Firth 1996; House 1999; Meierkord 2002; Cogo 2009) in spoken interactions, and more recently, written interactions.

2.4.1 Phonology

Shedding light on the question of what is and is not essential in pronunciation norms regarding ELF interactions and their intelligibility among ELF speakers, Jenkins' (1998) empirical study of the characteristics of ELF phonological tendencies was a first of its kind, and aimed to "identify the extent to which pronunciation was a cause of miscommunication between non-native speakers of English" (Jenkins et al. 2011:287) by investigating "two interrelated phenomena: pronunciation-based intelligibility problems and the use of phonological accommodation" (Jenkins et al. 2011:287). While instilling native-like pronunciation norms in L2 English learners might be important in terms of individual learners' acceptance by the L1 English community, as it is in in Jenkins' conception of "EFL [considered against] the Modern (Foreign) Languages paradigm" in the UK (Jenkins et al. 2011:284; Jenkins 2006a), Jenkins places ELF in the Global Englishes paradigm (Jenkins 2006; see Kuppens 2013 for further discussion of language paradigms), and argues that only certain pronunciation features are essential to effective communication by non-native speakers of English (Jenkins 1998:3; Jenkins et al. 2011:283). While the bulk of research published previously regarding pronunciation "tend[s] to focus exclusively on intelligibility for the native rather than the non-native receiver" (Jenkins 1998:3), this information can only go so far to promoting effective communication between non-native English users in an international context.

Identifying what she termed "core" and non-core" features of ELF, Jenkins (1998) laid out the Lingua Franca Core (LFC) paradigm, a set of phonological characteristics unique to ELF communication. These core features appear to have "the greatest influence on intelligibility in English as an International Language (EIL)" (Jenkins 1998:3), and should thus be the focus on ELT in the expanding circle. Jenkins' LFC considers three main areas: (1) certain segmentals, (2) nuclear stress, and (3) effective use of articulatory setting (Jenkins 1998).

Defining "core" areas of particular importance to L2 English learners necessitates specifying those areas which are "non-core" or "open to variation" (Jenkins 1998), including: (1) word stress, (2) features of connected speech, such as elision, assimilation, linking, and

weak forms, and (3) rhythm (Jenkins 1998:5). These features, Jenkins argues, can be misproduced with minimal negative consequences in communicative events.

Further commentary on pronunciation norms addresses the question of Received Pronunciation (RP) and General American (GA), which have assumed the place of pedagogical norms for English pronunciation in the EFL framework. Contrary to traditional EFL practice, Jenkins suggests that their role should be that of functional models, rather than sought-after norms (Jenkins 1998:5). Deterding, for example, points out "the attainability of the goals of ELF-based pronunciation teaching by contrast with that of native-speaking pronunciation which, for most learners, is not achievable" (Deterding 2010:396; Jenkins et al. 2011:288). Less likely to daunt or discourage learners, increased focus in the ELT teaching community on these practical concerns signals a move toward functional proficiency as the goal of language teaching, rather than strict focus on native speaker norms.

2.4.2 Lexis and Grammar

Seidlhofer (2004) has taken Jenkins' (1998) "core"/"non-core" model and extended it to ELF lexicogrammar with similar results, declaring the existence of these phenomena "[justification] to refer to ELF as an emerging variety in its own right" (Seidlhofer 2004:230). Through empirical research on this topic, it has been found that L2 English speakers often make the language their own in similar ways, adapting 'standard' lexicogrammatical structures for their own purpose "sui generis" (House 1999:74). As a result of corpora databases like those mentioned above, it is possible "to identify emerging patterns of lexical and grammatical forms" (Jenkins et al. 2011:289) typical of ELF users and their interactions.

These emerging patterns include what would commonly be referred to as *errors* or *misuse* in the EFL framework, such as -s dropping on the 3rd person singular ending of verbs, omission or addition of obligatory articles in noun phrases, and the inclusion of redundant prepositions, to name a few (see Seidlhofer 2004; Jenkins et al. 2011:289; Cogo & Dewey 2006:73-74). As with phonology, it is possible to identify "salient features" of ELF interaction in the relevant corpora (Cogo & Dewey 2011); the functional use of these "innovative forms" (Jenkins et al. 2011:290) is perhaps more indicative of ELF tendencies than their particular forms (Jenkins et al. 2011:291).

These innovations include such tendencies as morphosyntactic adaptation to "get the job done" (Björkman 2009), and the "re-metaphorization" and unconventional usage of idiomatic expressions (Pitzl 2009). As Seidlhofer (2004:222) pointed out, ELF properties show signs of "regularization" of the system, a fundament of language evolution; the fact that

ELF is untethered to native speaker norms means that these regulating processes are occurring and developing in a much faster, and ultimately freer, way, and are therefore more variable and dependent on the specific contexts in which they are used.

2.4.3 Pragmatics

Perhaps the richest area of ELF research, however, is that of pragmatics. ELF as it is realized in its current sense, and as defined above in this paper, is first and foremost a communicative tool used by English speakers to convey meaning and complete daily tasks. As such, researchers have set out to identify the pragmatic characteristics of ELF that are so unique in the greater context of English as it is used by the L1 and EFL communities.

Empirical research on the topic of English as a Lingua Franca has focused on the interactional nature of ELF discourse. ELF users employ various pragmatic resources in order to express their intended meaning, and certain ELF-specific pragmatic characteristics, such as "interactional robustness, cooperation, and consensus-seeking behavior" (Firth 2009:149), have been identified as unique to ELF interactions. Examples of English used between two L2 speakers, for example, show that "despite variance in language form and proficiency" (ibid.), communication [is] almost never unsuccessful, and that an "interactional 'working consensus' (Goffman 1959; Firth 2009) [is] reached by discourse participants, who [ignore] 'speech perturbations and non-standard features in linguistic form' in order to understand, to the best of their ability, the underlying message being communicated to them and to facilitate the forward movement of the interaction at hand (Firth 2009:150). Owing in part to its own ability to change and transform at every level, however, ELF is by definition difficult to put into any one box (Firth 2009; Meierkord 2004).

This is what Alan Firth refers to as "the lingua franca factor" (Firth 2009), ELF's "inherent variability" in both the form and the nature of its interactional strategies as utilized by ELF speakers who possess not only differing levels of language proficiency, but differing sociocultural and pragmatic background knowledge (Firth 2009). ELF users, for the most part, appear to actively monitor the proficiency level of their speech partners to determine "the appropriate grammar, phonology, pace of delivery, lexical range, and pragmatic conventions that ensure locally adequate intelligibility" (Firth 2009:162), something L1 speakers unaccustomed to needing these pragmatic strategies rarely, if ever, consider. ELF interactions are processual in nature, and "ineluctably emergent, [...] negotiated by each set of speakers for their purposes in situ" (Firth 2009:162; Canagarajah 2007); the success of these interactions is not dependent on the individual level of proficiency of a given speaker, but by

how well they are able to cope in a given speech situation and utilize the pragmatic strategies at their disposal (Firth 2009:162), by which they can not only make themselves understood, but also seek to understand others. Further evidence of this can be seen in other strategies common in interactions between speakers, such as repetition, clarification, self-repair, and paraphrasing.

For example, while British and American English speakers without much experience interacting with each other may occasionally be at a loss as to each other's lexical choices and phonological tendencies, they ultimately have a standard grammar and sociocultural similarities to fall back on, and are in this able to quickly find familiar territory, even if scratching their heads and asking for clarification from time to time. ELF users prefer to avoid miscommunication whenever possible by using preemptive strategies such as those mentioned above to avoid these pitfalls altogether (Mauranen 2006b), especially in transactional interactions, such as those in the business domain, where interactants are trying to achieve an ultimate goal. No two interactions are exactly the same; linguistic tools must be continuously negotiated, and sociocultural communicative competencies, the sum total of background linguistic, sociocultural, and pragmatic knowledge with which a speaker is equipped, and in light of which he or she responds and reacts to an interaction or communication event, absorbed or discarded just as quickly.

This constant recreation of common ground from which to maintain the effectiveness of their communication necessitates that ELF users track each other's comprehension and adjust their own communicative strategies as needed. Bearing in mind that two individuals who have entered into an ELF interaction likely do not share a linguistic background, and thus might neither share a cultural one, the background information they bring into the interaction with them will also necessarily be different, and may lead to communicative difficulties. While ELF users do use certain pragmatic strategies to signal identity, such as code-switching (Pözl & Seidlhofer 2006; Cogo 2010), translanguaging (Jenkins 2017), and the reformulation of idiomatic expressions (Seidlhofer 2004; Pitzl 2009; Seidlhofer 2009), much of ELF communication centers around "speakers [engaging in a] joint effort to monitor understanding at every stage of communication" (Jenkins et al. 2011:293). While these types of cooperative strategies can be seen in L1 communication, the reliance on cooperative strategies in ELF is one of its major defining characteristics. The use of strategies such as "let it pass", or receptive convergence, in which a listener ignores a speaker's non-standard usage, and "make it normal", or productive convergence, in which a listener adopts a non-standard form previously uttered by the speaker, and then uses it in turn (Firth 1996:248; Cogo &

Dewey 2012: 102-111), for example, highlight the "suspension of expectations regarding norms" (Firth 2009:163), and demonstrate ELF users' concern for mutual intelligibility, or "the negotiation and resolution of non-understanding" (Jenkins et al. 2011:293).

Users often draw on their own background knowledge and past experiences in other ELF interactions to utilize "multicompetencies" (Cook 1992) to "borrow, use and reuse each other's language forms, create nonce words, and switch and mix languages" (Firth 2009: 163). In other words, ELF users take what they have learned in one interaction into the next, slowly building a personal repertoire of successful strategies to aid them in future interactions. As a result, research focused on the pragmatic principles of ELF shows that "non-understanding/misunderstanding tends to occur less frequently" (Jenkins et al. 2011:293) than in other forms of English-language communication, and that "ELF interlocutors [show] a high degree of interactional and pragmatic competence" (Jenkins et al. 2011:293), mitigating errors on the fly and ensuring the success of the communicative act as a whole.

2.5 Domains of ELF Usage in the Modern World

Having described the typical features of ELF, with its emphasis on variability dependent on situational context and user background, we must now consider those specific domains of use in which these interactions are formed.

What is considered common nomenclature for the parts of a car will differ for the average layman and an automotive engineer; an IT specialist will have a necessarily more specific lexicon for the physical parts and processes of a computer than a photographer who uses the same machine for digital editing of her shots. Arguably, the same could be said for the many varieties of any given language around the world; English, however, and ELF in particular, is used so widely and so thoroughly by its community of users that some consideration must be given to how individuals create meaningful expression in ELF interactions, across domains and in terms of their own communicative competence.

Two domains in today's globalizing world are of particular relevance to the ELF communities: those of business and education. While ELF users do frequently come into contact in other domains, such as commerce, politics, technology, media, and tourism, most notably, the prominence, magnitude and range of multinational corporations and international universities in today's world necessitates a discussion of these two domains in particular.

2.5.1 ELF in the Modern Business World

Barring some region-specific linguistic preferences rooted in such sentiments as nationalistic (or regionalistic) pride, English is widely understood to be the lingua franca of the modern business world. As a "facilitator for intercultural contexts" (Jenkins et al. 2011:298), some level of English proficiency is often required for those employed by companies who regularly deal with international customers and clients, or multinationals who operate foreign branches. Research done on such topics as company internal emails (Kankaanranta 2006), small talk and humor (Pullin 2010), and the teaching of business English (Kankaanranta & Louhiala-Salminen 2007) have highlighted the widespread acceptance of English as a prevalent part of the business world (Jenkins et al. 2011:298).

One example of the important role English plays in the professional role can be seen in studies on the management of linguistic diversity within multinationals in the Czech Republic, specifically the German-owned Škoda-Volkswagen (Nekvapil 1997) and Korean-based Hyundai Motor Manufacturing Czech (Nekvapil & Sherman 2018).

In the first study, while "German-based multinationals operating in Czechia could [...] count on the use of German, English and the local language, Czech" (Nekvapil & Sherman 2018:7), these languages did not operate at the same level of prestige within company dealings, and were often used "in a complementary manner" (Nekvapil & Sherman 2018:7). English, as opposed to the local use of Czech and the widespread use of German as the language of the parent company, has functioned as the primary corporate language in many branches of the company since the early 1990s (Nekvapil & Sherman 2018:8), despite the ethnically diverse makeup of the company's expatriate employees in the Czech branch, for example, the majority of whom were Czech but among which one could find employees from Germany, Spain, France, Sweden, Brazil, and Canada, among others (Nekvapil & Sherman 2018:6).

In the latter study, the languages spoken by its employees in different situations is dictated by the managers, as the employees, hailing primarily from the Czech Republic, Slovakia, Poland, Korea, and Egypt but also including individuals from Afghanistan, Bosnia and Herzegovina, Germany, UK, and Hungary, to name a few, must be able to communicate effectively with each other in any given situation. In this multinational company, English is the only common language spoken by a majority of employees, and so is "assigned a fundamental role" in daily interactions (Nekvapil & Sherman 2018:11). As in the previous example, English is the corporate language in all of the company's branches, though actual

English proficiency is all over the board, particularly at the management level (Nekvapil & Sherman 2018:11).

Sociolinguistic studies of contexts where BELF is used such as these demonstrate that cross-cultural communicative competence, rather than the ability to approximate a native level of proficiency, are paramount in BELF interactions. A departure from traditional arguments for precision and "native-like grammar or pronunciation" (Jenkins et al. 2011:298), however, Business ELF, or BELF, communication is "content-oriented, rather than focused on form, [...] [which is] secondary to accommodation practices" (Jenkins et al. 2011:298). While native-like accuracy is nonetheless "seen as a matter of prestige" (Jenkins et al. 2011:298), it is hardly a requirement for all employees. In these international contexts, a great deal more importance is generally placed on the ability to communicate effectively and efficiently than on precision (e.g. Kankaanranta 2006; Kankaanranta & Louhiala-Salminen 2007, 2010; Cogo 2010; Pullin Stark 2010).

As a result, Business English lessons are the most popular vessel for development of English language skills around the world, particularly in regions known for their international business platforms, like those found in Europe and Asia. Students sign up for these lessons in droves, with the expectation that they will receive increased respect, greater benefits, and more opportunities as a result of their English language skills, or simply because their employer requires it. English language teachers and schools that cater to companies' needs, in turn, specialize in these types of courses, sometimes offering them at higher rates than a general English course would be offered. The average hourly rate for individual, general English lessons through a language school in Prague, Czech Republic, for example, is between 200 - 500 CZK; for business English lessons with the same teacher, students can expect to pay on average anywhere from 350 - 800 CZK in 2017. This substantial difference in cost incurred by the student guarantees neither specialized qualifications nor experiential know-how on the part of the teacher, with few exceptions, as great swathes of the teaching community are relatively new to the field, and language schools do little to screen teachers' résumés. The problem this creates for L2 English learners, aside from the price, is that their particular needs may not necessarily be addressed in the classroom, leading to professional difficulties in their day-to-day interactions.

In instances where teachers have experience and are qualified for their role as BE instructors, however, the tendency is for language schools to hire L1 individuals with relevant business experience in their home countries over their L2 counterparts. This domain of use, then, would benefit greatly from an ELF-informed approach to teaching.

2.5.2 ELF in the Modern Academic Setting

Just as English is the undisputed lingua franca of the business world, so too does it hold a place of importance in the modern academic world. International students frequently participate in exchange programs like the EU-run Erasmus, which boasts around two-thirds of its €14.7bn budget dedicated to student educational mobility (ERASMUS+ 2017). Programs like this, designed to offer international learning opportunities to unprecedented numbers of students, necessitate the use of English as a lingua franca in educational institutions, particularly at the university level, in order to make the transition from one institution to another possible for the greatest number of individuals. As a result, many universities offer international courses, and sometimes even whole programs, taught entirely in English. This reality, however, results in two major linguistic impediments which must be considered by the ELT community.

First, as we have seen, the English spoken by individuals for whom English is not a native language can vary greatly. Operating in what Mauranen (2012:28) refers to as 'similects', ELF users understandably possess similar 'styles' of expression as those who share their L1 (Jenkins 2016:63), but differ from other L2 English speakers. What this means, in an international setting as the modern university, is that students are often confronted with the problem of communicating effectively across cultures and across these linguistically-dependent similectal styles with their classmates. It is in this context, as in the business world, that the pragmatic strategies discussed above play a crucial role in facilitating mutual understanding.

The second problem many international students must confront is their personal level of proficiency. While the majority of students must prove a certain knowledge base and ability to use English in order to participate in these international student programs, the current method of ascertaining their proficiency is in the form of standardized, "one-size-fits-all" tests. Though test developers labor constantly to keep tests like the British English IELTS or American English TOEFL current, there is some debate concerning their effectiveness, with many claiming that these tests, "are not necessarily reliable and sensitive predictors of future academic performance" (Jenkins 2016:57). A student's test scores may qualify him or her for a program or class, but their ability to keep up linguistically, both with the professor and with their classmates, may prove to be a problem once the testing phase is over and the student gets into the classroom (e.g. Ingram & Bayliss 2007), as we will see in our data analysis.

Research regarding the position of ELF as the lingua franca of the academic community was formalized in part by Mauranen (2003), with the creation and development of the ELFA corpus based in Finland (Jenkins et al. 2011:299), which, as mentioned before, was completed in 2008 and launched in 2009. Studies using this corpus resource, (e.g. Jenkins 2011; Kalocsai 2009, 2013; Mauranen 2003, 2006a, 2011) have contributed large amounts of data relevant to the ELF skills required in an international university setting, and provide a solid foundation from which the ELT community can build to foster teaching practices most relevant to these ELF users in academic contexts.

2.6 An ELF-Informed Approach to ELT

As we have seen, ELF research has come a long way. However, the question of how to implement these principles in teaching practice has been the cause of much debate within the linguistic and teaching communities. Does a one-size-fits-all model work in English language classrooms? How should an ELF perspective even be treated in the classroom? Should the principles of ELF be implicitly or explicitly taught? How much should ELT professionals adjust their teaching methods to accommodate this alternate perspective, being that much of ELT has focused on developing native-speaker norms of language use?

If nothing else, ELF research has highlighted the fact that lingua franca interactions are situation-specific. Not all students will benefit from an ELF-informed approach in the classroom, particularly if their language goal is communication with native speakers in the inner circle. Within the outer circle, language education focusing on those features related to the local variety of English spoken will reasonably be most useful to students. ELF research, however, has far-reaching implications for the nature of English language instruction in the expanding circle, where students' proficiency will be tested primarily in interactions with other non-native speakers in contact situations; here, an ELF-centered approach is the more logical choice. In response to the need to treat English not as one monolithic variety, but as a group of related but discrete local varieties, Canagarajah (2005) sets forth a "less hierarchical, more leveled approach" to language instruction in the classroom, suggesting that "teaching models, materials and methods [be] developed at a local level" (Jenkins et al. 2011:306). This 'pluricentric approach' (ibid.) would serve as a more judicious implementation of ELF-research findings in the modern-day classroom. English language teaching to date, however, has been primarily concerned with the propagation of native-speaker norms at every level of the language, from pronunciation to idiomatic choices, and the shift toward an increase in ELF-informed methods and practices slow and rife with contention and debate.

As an alternate solution, Kirkpatrick (2007:193), suggests a three-strand approach to incorporating the ELF perspective in the English language classroom, which focuses on developing language awareness, intercultural awareness, and pragmatic strategies to cope with today's many varieties of English (Jenkins 2006:173; Kirkpatrick 2007).

First, language awareness involves the explicit teaching of those linguistic principles of form that are important in ensuring successful communication. Core features of pronunciation, grammar, and lexicology as discussed above, especially those that may cause confusion in later communicative attempts, should be highlighted, and the variable nature of language presented, analyzed, and discussed.

Second, intercultural awareness-raising tasks will ensure a student is prepared to assess and put to use both their own cultural background and those of their potential interlocutors in order to successfully communicate and interpret the messages put forth in multi-cultural interactions.

Third, the explicit demonstration of pragmatic strategies typically employed by interactants will ensure that students have an arsenal of tools at their disposal with which to glean meaningful information from their encounters. Kirkpatrick (2007:193-194) submits that the attention given to these multi-faceted skills in the language classroom will provide students with the background information they need in order to successfully navigate their own learning process, with teachers and tutors taking on a supportive role intended to guide the student through their own discovery of the language.

It is important to point out that in proffering solutions such as that discussed above, ELF proponents are not suggesting that students be taught non-standard forms to the exclusion of those more readily accepted by the native-speaker communities; rather, by giving students a wider perspective on the many ways in which English may be used in interactions, and increasing their own awareness of their sociocultural linguistic tendencies, an ELF-informed approach to ELT aims to provide students with a more realistic set of skills with which to navigate interactions in contact situations. In other words, it is not the aim of ELF research to mandate how and what teachers should teach in their classrooms, but simply to "make current research findings accessible in a way that enables teachers to reconsider their beliefs and practices and make informed decisions about the significance of ELF in their own individual teaching contexts" (Jenkins et al. 2011:306).

However, research alone cannot change the way we teach English in a lingua franca context. What is needed is conscious integration of these principles by ELT professionals on the ground (Seidlhofer 2004; Jenkins 2006b; Jenkins et al. 2011), who can then actively

revise their own teaching practices in whatever way would work best for their own students. Indeed, this appears to be in line with what students themselves have reported in previous studies (e.g. Kalocsai 2009; Baker 2011a); these ELF users are quick to point out aspects of their personal experiences using English in contact situations that they represent as innovative, playful, and focused on the successful expression of a message rather than on their linguistic accuracy as measured against native speakers (Jenkins et al. 2011:307). However, while an increasing number of teachers would consider the implementation of ELF-informed teaching principles in their classroom (Jenkins et al. 2011:307; Jenkins 2007), NS standards continue to be promoted by both ELT professionals and students alike.

2.7 Concluding Remarks

How can we bridge the divide, then, between the type of lingua franca English our students need to know and the native-speaker norms which have been touted in our classrooms, seemingly since the beginning of time? Today, the need for adjustments in the language classrooms of the expanding circle are more apparent still than they were a decade ago; have we kept up with the changing times and adjusted our teaching practices and materials accordingly? How can we shake off this lingering ambivalence concerning the necessity for ELF in the modern ELT classroom? This thesis will attempt to gain an understanding of how much closer we in the ELT community have gotten - if we are any closer at all - to aligning our students' expectations and needs with our own methods, practices, and goals, in the words of those individual ELF users and ELT professionals themselves.

3 Methodology

3.1 A Sociolinguistic Approach

The decision to adopt a qualitative sociolinguistic methodology in conducting research for my thesis project was one which came about as a response to the nature of ELF research conducted in past decades (as discussed in Chapter 2 of this paper), which has focused primarily on the various formal linguistic and pragmatic features of ELF. Of particular interest to researchers are the linguistic and pragmatic strategies which differentiate ELF from English as a Native Language (ENL), English as a Foreign Language (EFL), or even English as a Second Language (ESL) (e.g. Meierkord 2002, 2004; Pitzl 2009; Pölzl & Seidlhofer 2006; Seidlhofer 2007).

Rather than focusing on these forms, however, I was more interested in attempting to understand how ELF users make use of their linguistic and pragmatic competence, and how they themselves would describe those typical situations of use so emphasized in the literature. In order to do this, I conducted qualitative research in the form of one-on-one interviews with a variety of ELF users and ELT professionals, and analyzed these interviews comparatively to identify areas of primary utility to ELF users, those explicitly taught in the classroom by ELT professionals, and those that might need further pedagogical development.

While several researchers have gone straight to the source, so to speak, and conducted case studies on members of the ELF community (e.g. Baker 2011; Cogo 2012; Jenkins 2011; Jenkins et al. 2017; Kankaanranta 2006; Kankaanranta & Louhiala-Salminen 2010; Kalocsai 2013), few studies have looked at both ELF users and ELT professionals comparatively to assess the self-reported effectiveness of teaching strategies and the particular needs of ELF users in a general sense, as is the aim of this work.

3.1.1 Qualitative Interviews

Qualitative interviews are used in fields such as linguistics, sociology, psychology, and other social sciences to gain insight into specified research questions that either do not lend themselves to being answered by quantitative methods, or require a more interactive, reflexive approach.

I chose to conduct qualitative interviews in order to gain some insight, based on the experiences of ELF users and ELT professionals themselves, on the question of how these linguistic and pragmatic strategies might be (better-) developed in the English language

classroom. The objective of these interviews was to ascertain how real-world ELF users employ linguistic and pragmatic strategies, in their own words and according to their own reports, whether consciously or unconsciously.

While in quantitative methodology it is typical to conduct research in order to discern the veracity of pre-determined hypotheses based on a researcher's prior knowledge (Flick 2004:153), qualitative methods require "a suspension of this prior knowledge in favor of the greatest possible *openness*" (Flick 2004:154) to the ideas that develop during the research process. In conducting these interviews, therefore, I remained open to possible shifts in my research objectives. A number of shifts here did occur, which will be discussed throughout this chapter. Furthermore, I engaged in active sampling (see Flick 2009:115-126 for a discussion of this qualitative research strategy) at nearly every stage of my research design and throughout the interview process, in order to ensure I was working toward an achievable analysis.

First, I conducted interviews with two sets of ELF users: (1) three European ELF users who live or have lived in Asia, and (2) two Asian ELF users who live or have lived in Europe. I then conducted a second round of interviews with two ELT professionals, those tasked with developing English-language proficiency in an international environment. By developing a comprehensive set of questions and analyzing the information obtained through these interviews, I was able to isolate some key strategies on which ELF users regularly rely, and highlight those areas with which the ELT community still needs to come to grips. These will be discussed in turn in later sections.

3.2 Research Design

Following King (2004:14), there are four steps involved in the development of qualitative research interviews which I will discuss in turn. They are: (1) defining the research question; (2) creating the interview guide; (3) recruiting participants; and (4) carrying out the interviews.

3.2.1 Defining the Research Question

First, defining my research question proved to be a challenging process, as there were three groups I was concerned with in conceiving of this thesis project: the ELF research community, ELF users themselves, and ELT professionals. Though it has created a number

of tough hurdles necessary to cross, I do not feel it would have been appropriate to exclude any of these groups; my ultimate question, to what extent ELF-informed approaches to language learning should be used in the classroom to address the needs of the ELF community, requires closer inspection of each of these three groups in turn to arrive at the most coherent and cohesive conclusion, and therefore necessitates a topically-unified set of research objectives. Therefore, I began conducting research with the following questions in mind:

How do ELF users – individuals who have studied English as a foreign language and use it regularly with other non-native English speakers – understand the goal of developing English proficiency? Do English teachers and administrators of language programs have the same awareness and understanding of these goals?

In what kind of situations do ELF users most often find themselves using the English language? How do ELT professionals bridge the gaps between the background knowledge with which a student walks into the classroom, and the linguistic and sociocultural knowledge they need to have to achieve personal success?

My research, from the creation of the interview guide to the analysis of the interviews, centered around these ideas as a fact-finding exploration of the usual topics expounded upon in the literature as they relate to the fundamental, self-reported communicative competence of ELF users in real-world situations.

3.2.2 Creating the Interview Guide

An important part of conducting these types of interviews, semi-structured by design, is the development of an interview guide, a set of questions and/or topics to be covered during the interview which the interviewee should keep in mind as a reference while still allowing for the interaction to flow naturally. While most literature on the subject suggests using broad topics as a guide during the interview process (Flick et al. 2004: 204), I initially thought it would be more helpful to develop a set of potential questions I could turn to during the interview in order to direct the participants toward a discussion of those points I hoped to address in my analysis (see appendix A for a copy of my initial questions for both sets of interviews). In reality, these questions imposed too many unnecessary limitations during the

first couple interviews I conducted, and, by the third interview, I had reorganized my set of questions into broad categories I wanted to cover.

A major potential downside to this method of intentionally leaving interviews semi-structured is that it can become difficult to draw parallels between participants. As the primary objective of qualitative interviews is to allow of the interviewee to decide the course of the interview naturally, it is not always possible or even desirable to try to force a participant to answer specific questions. This means that these parallels must be drawn once the interview has concluded, and thus require considerable reformulation of the surrounding discussion after the fact, as well as the inability to go back and ask questions which might, in subsequent interviews, come to light as the research progresses.

Another challenging aspect of the semi-structured interview is finding the correct balance of interview-style questions and looser, more conversational discussion. Particularly in the first couple interviews, I was very conscious of my own tendency to talk back, or share some personal experience related to something the interviewee was saying. While engaging in small-talk in this manner can do much to bring an interviewee out of their shell, and is in fact, I've found, a useful strategy for putting otherwise nervous interviewees at ease by promoting natural, fluid communication, it can quickly lead to the interview getting off-track, and should therefore be consciously avoided in excess.

3.2.3 Designing the Informed Consent Form

A key aspect of conducting qualitative interviews is ensuring license to use the data gathered from participants for academic research. The best way of doing this is by creating and having participants sign an informed consent form, though the information that can be included in these forms varies greatly.

In creating an informed consent form, I wanted to account for use of the recorded interviews for the purpose of my thesis project, as well as potential future use of the recorded interviews for future projects or corpora use. To create the form, I found a number of samples of informed consent forms for a variety of types of interviews that I could draw from, and designed the form specifically based on the unique issues involved in this research project.

To simplify the processing of these forms, I included a number of options for use of the data collected during interviews. The PDF forms are clickable, and I required only a digital signature from the participants, which was collected prior to each interview. I then spent a few minutes at the beginning of each interview going over the form, including all its

options, and ensuring that the interviewee understood everything on the form and consented verbally to my use of their interview for this and, where applicable, future studies. I've included a blank copy of the final informed consent form as an appendix (see Appendix A).

3.3 Recruiting Participants

Recruiting participants is another aspect of the interview process rife with pitfalls. In the early stages of my research design, I was conscious of the fact that I would be recruiting participants on a voluntary basis. This meant that, while having certain criteria in mind would be a useful guide in ultimately selecting my final set of participants, I had to first cast a wider net in the hopes of catching any fish at all.

3.3.1 Finding Potential Participants

Finding ELF users who would be willing to be interviewed was a daunting prospect. Luckily, I have an array of friends and former students around the world, thanks in part to my prior experience as an English teacher at an international language school in the US, as well as my current position as an expatriate in a major European city. After reaching out to many friends likely to know individuals who might fall into my pre-defined categories, I had an initial group of 23 potential participants.

A possible complication involved in recruiting potential participants is accessibility (Flick et al. 2004:166); specifically, the willingness of potential participants to take part in an interaction which, to some, seems intimidating. My status as a relative stranger, on top of the fact that I'm a native English speaker *and* an English teacher, did, in fact, seem too intimidating to some participants, who either never responded or, in some cases, expressed outright a disinclination to being recorded or even interviewed. For the most part, however, I was acknowledged to have *active* membership status to the community (cf. *peripheral* or *complete* membership; see Adler & Adler 1987 for a discussion of membership roles in field research), largely the result of having a mutual friend in common with all the participants in this study. These mutual friends, or "gatekeepers" (Flick et al. 2004:166), proved an invaluable resource in setting up these interviews.

While it might have been easier to simply interview these friends, many of whom fall into the relevant categories themselves, my aim was to achieve at least some relational distance from the participants in order to avoid unnecessary bias and attempt to keep the

interviews more professional than would have been possible in a conversation with a friend; being treated as a relative stranger, or "visitor" (Flick 2009:111) in the community, someone "to whom the participants have something to tell" (Hildenbrand 1995:258; Flick 2009:110), proved useful in this regard. In the end, 19 of the original 23 ELF users with whom I was in contact agreed to be interviewed, and I was able to select a handful of participants I felt would provide the most interesting data.

The process of selecting ELT professionals for this study was considerably easier in this regard as, being an ELT professional myself, all my potential participants were individuals with whom I've had some degree of professional contact. However, to keep the potential for bias to a minimum, I approached six individuals with whom I do not currently work for this study. Though they all agreed to be interviewed, I ultimately selected the two individuals who I feel have had the greatest diversity of experiences, both on an individual level as well as in comparison to each other (see section 4.3).

The following sections, then, focus primarily on the initial survey and selection of ELF users only.

3.3.2 Initial Survey of Potential ELF Users

While 19 individual qualitative interviews would be a great asset to any research work, it is neither a practical nor realistic number of interviews to conduct in a short period of time. In order to sift through some of these potential interviewees, therefore, I developed a short set of initial survey questions which would allow me to select the best participants from the field of potentials without giving away too much about what I was attempting to learn from these interviews. These questions were intentionally general and open-ended, and sought to categorize the potential participants in the broadest terms. They were:

1. Where are you from?
2. Where have you lived?
3. Where do you currently live?
4. What is your occupation?

One of the challenges of this initial survey was deciding *how much* information to give potential interview participants. Too much information would ruin the authenticity of the interview questions, while too little information would make it difficult to attract the types of individuals needed for a given research work. Not wanting to bias responses unnecessarily, I

simply told both my gatekeepers and potential participants that I was conducting research on English speakers from various backgrounds, and would ask them some questions about their experience learning and using the language.

3.3.3 Selecting Participants

Several considerations were taken into account in the process of sampling a final list of cases for this study.

3.3.3.1 English Language Proficiency of ELF Users

My first consideration was the potential participants' English language level, and this criterion was perhaps most important for two reasons. First, an adequate measure of a language user's linguistic and pragmatic prowess necessitates a thorough understanding of the language in question, and an ability to manipulate it to achieve their goals. Second, the fact that the questions I would be asking had to do with the English language, and that I would be conducting these interviews myself, necessitated a strong enough proficiency in the language for the interview to be possible. I used my initial interactions (i.e., written messages in the form of contact through social media, SMS, and email) with ELF users as a sample of each participants' language proficiency in order to judge the potential for meaningful interaction through video interviews.

A related criterion was that ELF users should have experience using English as their main language of communication in their daily lives, including for either professional or academic purposes. This would ensure the generalizability of my analysis across all participants in this study.

3.3.3.2 Personal Background and Experience

My second consideration concerns my desire to ensure the greatest generalizability beyond my collected data; to achieve this, I focused on individuals with the greatest available array of experiences (e.g. with both professional and academic experience using ELF).

By way of example, I was introduced to an individual, Masahiro, who had grown up in Japan, but whose parents were originally from North America. While I did end up

interviewing Masahiro, as I felt he would have an interesting perspective on the issues in question, it was apparent within a few seconds of our conversation that his knowledge of English goes beyond that of a non-native ELF user as defined in this paper in terms of his phonetic, grammatical and lexical acuity. Therefore, I cannot include his interview in my data as he falls outside of the categories within which the rest of my interviewees fall.

Another participant's interview was likewise discarded from my results due to his high level of fluency in the local language of his current country of residence. Despite growing up in Croatia, Aleksandar speaks fluent Mandarin and admitted that he often goes weeks or even months at a time without speaking English. As this is a study of ELF usage, I felt that his experience, while interesting, was too far removed from the general experience of other ELF users to be considered for the purposes of this study.

3.3.3.3 Availability for Interviews

My final consideration, availability for an interview, was more administrative and less about the individual's background or ability. In order to effectively conduct these interviews in the required timeline, I needed to focus on individuals who were not only willing but available to talk to me for about 45 minutes or so. This meant that, in a few cases, individuals' busy schedules or holiday plans became an insurmountable obstacle, and led to their disqualification as potential participants, despite their linguistic ability and personal background experiences being ideal.

Due to the fact that I conducted these interviews over Skype, travel was not necessary in any of the cases discussed below. However, scheduling interviews around anything up to an 8-hour time difference at a reasonable hour was more problematic than I had initially thought it would be. While the individuals I interviewed were generous with their willingness to speak at odd hours, I more often deferred to their daily schedules so as to limit the negative impact on them. Midday in Asian countries like Vietnam (a 5-hour difference) or South Korea (a 7-hour difference) is, unfortunately, the early morning hours here in Prague; this meant that a few 4-am Skype calls were necessary.

3.4 Conducting Qualitative Interviews

In the end, I conducted seven interviews, which can be divided into the following categories:

	European	Asian
<i>with experience in Europe</i>		Nobuyuki Yokoyama Yumiko Nakanishi
<i>with experience in Asia</i>	Titouan Poulin Marius Lémieux Valeria Zmoleková	

Table 2. ELF Users

	Native Speaker	Non-Native Speaker
<i>with teaching experience in Europe</i>		Klara Krieger
<i>with teaching experience in Asia</i>	Raymond Sayward	

Table 3. ELT Professionals

3.4.1 The Interview Structure

As mentioned in section 3.3.2, I had initially begun interviewing participants using a list of pre-formulated questions, though I abandoned this after the first couple of interviews for a less-structured interview guide, the details of which are discussed in 3.4.4.1. After the first couple of interviews, I also developed a sort of initial routine I would run through in order to make my interviewees as comfortable - and communicative - as possible. This involved first introducing myself and giving some background information about my research project, and letting them know that I had started recording the interview. I would then ask them to introduce themselves, and asked questions about something related to their background that were informed by their responses to my initial survey (discussed above) in order to promote a comfortable, conversational flow.

The guided portion of the interview began with an initial question regarding the reality of English in today's world served as a starting point for the guided questions discussed throughout the interviews, and, from there, I would begin touching on my list of

topics outlined in my interview guide, writing some notes for follow-up questions out of sight of the camera, and otherwise allowing the conversation to move fluidly from one topic to another as naturally as possible. In all instances, this method, paired with near-constant backchanneling, helped relax those interviewees who felt a bit nervous at the beginning of the interview.

Each of the interviews ran for at least 45 minutes, with many running closer to the one-hour mark and several exceeding 60 minutes as time (and willingness on the part of the interviewee) permitted.

3.4.1.1 The Interviews: ELF Users

My multiple iterations of the guide for interviews with ELF users focus on four broad areas of discussion: (1) personal background, (2) linguistic background, especially the process of learning English in the classroom, (3) use of English to perform specific daily tasks and in social contexts, (4) reflections on cultural differences between the interviewee's native culture and that within which they have resided, whether currently or previously.

My personal background questions sought to paint a general picture of the interviewee's prior experiences, including where they have lived, and for what purposes they moved there. Many interviews also touched on past travel experience, which came up naturally as a result of my line of questioning, to get an idea of how adaptive the interviewee is in non-native contexts.

Questions concerning the linguistic background of the interviewee focused primarily on the process of learning English in the classroom, the background and effectiveness of previous English teachers, and the general method of classroom instruction in the interviewee's native country. Experience speaking or learning other languages was brought up intentionally in order to ascertain the interviewee's formal knowledge of linguistic structures, and many of the interviews touched upon basic linguistic comparisons of those languages in the interviewee's repertoire as a result.

Interviews then moved onto the topic of English usage in the interviewee's daily contexts, especially English used to perform specific tasks (e.g. to go to the shop or to the bank, to order food in a restaurant) and the use of English in social contexts (e.g. among friends in a group setting, to interact with classmates or colleagues). Particular attention was paid to possible challenges or areas of difficulty in using English in these contexts, such as

the level of comfort or limitations associated with their own L2 language proficiency, as well as that of their interlocutors, and the effect of this reality on their social circles and social life.

Finally, interviewees were asked guided questions designed to make them reflect on any social and/or cultural differences between members of their native community, and those in the foreign contexts specific to each case. Whenever possible, comparisons of multiple sociocultural communities with which the interviewee has experience were used to identify some basic distinguishing features of each community which may be relevant to linguistic and pragmatic strategies employed by the ELF users.

3.4.1.2 The Interviews: ELT Professionals

The interviews with my ELT professionals began in a similar fashion as previously described, but focused on five key areas of discussion: (1) personal background, including linguistic and cultural identification (2) prior teaching experience, (3) the demographic make-up of their language students, (4) questions regarding decisions about curriculum and course development, and (5) personal evaluation of L2 English learners' needs.

For this round of interviews, personal background questions included the same personal history asked in the interviews above, as well as questions aimed at discerning the interviewee's linguistic and cultural self-identification. Previous experience as a language learner was touched upon, in order to use the information reported here to identify parallels between a teacher's personal experience and classroom methods, where applicable.

Prior teaching experience and qualifications were discussed in order to get an idea of the teachers' level of knowledge regarding second and foreign language pedagogy, as well as to quantify past professional experience as a potential means of comparison across individual cases.

This line of questioning led to a discussion regarding the demographic spread of past and current students, with the aim of identifying key areas of focus and considerations in classroom methods, as well as to compare teaching perspectives and strategies (e.g. second language English instruction in the US vs. foreign language English instruction in Europe and/or Asia), as applicable.

Decisions regarding curriculum and individual course development were discussed to establish the extent to which ELT professionals in the field today have freedom and control over the materials and methodology used in classroom instruction, particularly in cases where

teachers have specific guidelines to follow and/or objectives to achieve that are dictated by a language school or other institution.

Finally, interviewees were asked to reflect upon their personal evaluation of L2 English learners' needs in their own specific teaching contexts, both generally and, where possible, in specific terms. Interviewees were also asked to expound upon the ways in which students' needs might differ in light of particular contexts of use, with particular emphasis on the question of NNS- interactions (cf. NS-NNS interactions).

3.4.2 Audio/Visual Recording of Interviews

I audio- and video-recorded my interviews using the Call Recorder for Skype program by a company called **ecamm**, paired with my MacBook Pro's built-in microphone and camera. Call Recorder allows you to define which aspects of the video will be recorded, which proved essential as it allowed me to record everything (both sides of both the audio and visual interaction) in one file, with the ability to separate them once the recording is finished using **ecamm's** included software, Movie Tools. While not of the greatest quality, both the microphone and camera did a considerably good job of capturing each of the conversations in HD. None of the interviews were conducted in person. One ELF user opted for an audio-only recording for personal reasons.

3.5 Transcribing and Analyzing Qualitative Interviews

The process of transcription of the recorded interviews, as well as subsequent analysis of the data collected thereof, involved a unique set of difficulties.

3.5.1 Initial Analysis of Interviews

To limit the amount of time needed to transcribe each interview in its entirety, I ran an initial analysis of the interviews by playing them back in full and noting the times at which relevant topics came up within each interview for quick reference later in the process. By sampling my material in this way (Flick 2009:115), I was able to cut down considerably on any unnecessary transcription, as well as begin forming categories upon which to build my analysis.

3.5.2 Transcription of Interviews

I chose to process my interviews - both those with ELF users and ELT professionals - using broad transcription methods which include only the most essential phonetic information, and to transcribe only those excerpts most pertinent to my analysis and discussion. This was done in an effort to reduce the time it would take to transcribe each interview, making this possible given my limited time frame. The selections I made were based upon considerations of which excerpts would best exemplify my analysis and discussion.

The transcription process proved perhaps the most difficult aspect of this research study, and was the area most prone to complications. After much trial and error, I settled on a work flow facilitated by **NCH Software's** Express Scribe Transcription Software, which makes use of 'hot keys' which allow the transcriber to slow down, speed up, pause, and play the recording without moving away from the keyboard. This convenient feature allowed me to process the transcriptions manually, to ensure the highest quality and accuracy, but to do so more efficiently than would have been possible using only basic playback audio programs. For transcriptions, I borrowed heavily from Bucholtz and DuBois' theory of transcription utilized at University of California, Santa Barbara (Bucholtz & DuBois 2017), which organizes transcribed speech in terms of Intonation Unit. As the purpose of transcribing these interviews was content – rather than linguistic – analysis, I felt this to be the most accurate way of representing the speech patterns of each ELF user and ELT professional consulted for this project, while not getting excessively diverted by phonetic information that is unnecessary for the purposes of this study. A detailed list of transcription conventions used can be found in Appendix B.

3.5.3 Detailed Analysis of Interviews

Finally, with the interviews completed and transcribed, I attempted to draw parallels, make comparisons, and parse out broad conclusions from the accumulated excerpts, which are discussed in the following chapter.

4 Analysis of Interviews with ELF Users and ELT Professionals

4.1 ELF Users

In selecting participants for this study, as mentioned in section 3.3.3.2, I set out to find the most diverse group of individuals available in order to achieve some level of generalizability. As ELF can be best characterized in terms of its variability, it was important to me that I use as varied a group of participants as possible. Each of the ELF users included in this study personify an aspect of ELF as it is used by its army of speakers to accomplish tasks in real contexts, whether these be motivated by general, personal, academic, or professional concerns.

4.1.1 Titouan Poulin

Titouan is a European ELF user living in Hanoi, Vietnam. He studied English and German as a student in the public school system of his native country, France. He has been living in Hanoi for over four years, where he works as a waiter in a restaurant.

The fact that the majority of his coworkers don't speak English or French very well, and his recent marriage to a Vietnamese woman, require that he have at least a basic command of Vietnamese. He describes himself as "average" in the language (C.1.1), which he learned through experience with friends and colleagues, armed with a small notebook and a willingness to always ask questions. He is now able to "have conversation[s]" (C.1.1) and order food in a restaurant or interact with shop owners, though he wishes to improve his Vietnamese skills further.

Despite his success in learning Vietnamese, Titouan regularly uses English to communicate in a variety of daily tasks. At the time of our interview, he was living with international housemates from Canada, England, and France, necessitating the use of English at home, and reports that during the first few years of his time in Vietnam he used his knowledge of English as the primary means by which to interact with coworkers and non-French speaking friends. He has also used English to communicate in a variety of countries that he has visited, including "Polynesia, Italy, Ireland, Spain, and Thailand" (C.1.1).

Titouan is unique in this pool of participants because of his motivation for moving to Vietnam; about four years ago, he was scheduled to move to Canada for a work opportunity, before which he planned to travel to Vietnam and Madagascar to see friends who were living abroad. However, after visiting some friends in Hanoi, Titouan, drawn by the atmosphere of Hanoi and the Vietnamese lifestyle, decided to skip his planned move and return to Vietnam after his trip to Madagascar. He expresses satisfaction with the path his life has taken, and hopes to stay in Vietnam for "at least four years more" (C.1.11).

4.1.2 Marius Lémieux

Marius, the friend Titouan went to visit in Madagascar, is a European ELF user also from France. However, unlike Titouan, his decision to move to Hanoi, Vietnam was motivated by a job opportunity he was offered while living in Madagascar.

Marius is an IT specialist with a particularly international background. Born in France, Marius and his family moved to India when he was about five years old, where he learned English while attending an American international school until the age of ten, when his family moved to South Korea (C.2.4). He and his brother, due to their international environment in both India and South Korea, quickly excelled in English, using French only at home to communicate with their parents. For this reason, Marius' parents decided to move back to France in order to improve the boys' French language skills (C.2.10). After completing his schooling, however, Marius felt out of place due to the lack of international experience among members of his social circle (C.2.13); he lived in Madagascar for three years before landing a job opportunity in his field and moving to Vietnam (C.2.13).

Aside from using English to communicate with colleagues in the context of his work (C.2.18), Marius reports using English in everyday life (C.2.4), and is in a relationship with an American native English speaker. He studies Vietnamese, practicing with a private teacher once a week (C.2.17), but reports having considerable difficulty mastering the language and relies on English or French for the majority of his interactions.

He was selected for this study due to his unique international background and the breadth of his experiences adapting to different cultures, as well as the fact that he is the only participant in this study who moved to his current country specifically for professional purposes.

4.1.3 Valeria Zmoleková

Valeria is a European ELF user from the Czech Republic who moved to South Korea in order to experience life in a culture which interested her. Though she studied Japanese in her home country, she found that the visa requirements for South Korea were fewer than those for Japan; she moved to South Korea about eight months before the time of our interview.

Valeria's proficiency in English began in the Czech private school system, though she expresses dissatisfaction with her English language education in school, claiming that her teacher was only a few lessons ahead of the class in their textbook (C.3.5). Her parents' business in the interpretation and translation business in an American company which requires extensive travel throughout The United States, afforded Valeria considerable additional experience speaking and listening to English as a translator and interpreter between Czech and English in this context (C.3.27). Before moving to Korea, she graduated as a Psychology major from New York University in Prague (C.3.19), a program taught entirely in English that caters to an international student community (Bachelor of Psychology 2017). She has also studied both French and German, and has a good understanding of linguistic structures and what it takes to learn a language well - though she admits to some laziness in this regard (C.3.18).

Though she has a background in Czech and Japanese, it is English which has been most useful to her in her international experience, both while traveling and living abroad, and is the language she relies on to accomplish everyday tasks and build relationships.

Valeria is unique among the participants in this study in that she is not only well-traveled, but has a background in Psychology which affords her a unique perspective on what it means to understand and adapt to a foreign culture. In addition, and perhaps as a result of this, she possesses a strong interpersonal communicative ability, as might be expected of somebody with her background.

4.1.4 Nobuyuki Yokoyama

Unlike Valeria, Nobuyuki only began traveling about three years ago as part of his current job as a film editor. Like Marius, he attended an American international school for

most of his childhood; in contrast, however, he has only ever lived in his native country, Japan. Noboyuki is one of two Asian ELF users who participated in this study.

Nobuyuki's background is perhaps the most unusual within this group of participants. He cites his parents' fascination with the English language as the main reason he attended an American international school in his hometown (C.4.2). As a result of this, he has an international circle of friends for whom English is the primary language of communication (C.4.2).

While he uses Japanese to speak to his parents and conduct daily tasks like going to shops and interacting with locals, it is English which he speaks with his sister, with whom he was living at the time of this interview (C.4.3), and international friends from school who come from a variety of backgrounds. He is also an active member of several bands, and spends much of his time interacting with his French, Canadian, Japanese, Panamanian and Mexican bandmates (C.4.10).

Nobuyuki has a truly unique perspective as a highly proficient ELF user with limited travel experience. He is also the only participant in this study who does not have any experience learning another language, as he feels English is generally enough for the contexts in which he currently needs to communicate with others. His thoughts on the traditional aspects of Japanese culture like formality and ritual (C.4.15) are also a point of comparison with the European ELF users in this study, who cite these as the most immediate differences between the European and Asian cultures.

4.1.5 Yumiko Nakanishi

Yumiko is another Japanese ELF user who has used English as part of her academic studies, but this time abroad in both Germany and Edinburgh.

A mixed-media artist, Yumiko learned English in the Japan. However, unlike Nobuyuki, her English language skills were attained during her time as a student in the Japanese public school system. At the time of this interview she was writing her Master's thesis in English at her university in Germany.

Like all the other participants, she uses English to facilitate communication and forge relationships with her international classmates, who come from countries such as Japan, The United States, England, Finland, China, France, Germany, Mexico, South Africa, Korea, Portugal, and Ireland (C.5.12; C.5.13), though she primarily communicates with her

university classmates in Germany in German (C.5.12), a fact which she attributes more to being in Germany than to her German language skills (C.5.13).

Yumiko was chosen for this study as she is the only participant out of these five ELF users to have moved to her country of residence for academic purposes. Additionally, she has a lower level of proficiency in English than other participants in this study, which I felt was important to include contrasts between ELF users at different levels of proficiency.

4.2 Analysis of Interviews with ELF Users

The interviews I conducted with five ELF users, and our discussions regarding issues of personal linguistic and cultural backgrounds, experiences as English language learners, and the usage of English in the everyday interactions in which they engage in their communities, served as a means by which to explore these myriad issues in light of how these ELF users perceive their own abilities, experiences, and goals. The similarities between these individuals, despite their differences, is a testament to the concept of typicality amidst diversity that allows us to consider ELF users part of one community despite the variability seen in the use of English as a lingua franca in the modern world.

The following sections will explore, first, those areas in which this group of ELF users differ, and, second, the ways in which their perspectives and experiences are nevertheless similar.

4.2.1 Differences between ELF Users

The five ELF users interviewed for this study fall into two basic categories: Asian and European. However, they differ in several other, less obvious ways.

4.2.1.1 Motivation for Moving to a Foreign Country

As mentioned in section 4.1, the five ELF users represented in this study differ widely in their motivations for moving to a foreign country. From general curiosity for another culture and environment (e.g. Valeria and Titouan), to professional (e.g. Marius and Nobuyuki) and academic (e.g. Yumiko) motivations, the contexts in which these users must engage with and use the English language has great implications for their overall success as ELF users and their own perception of their abilities and goals.

4.2.1.2 Cultural Background

Second, participants differ in both their cultural and linguistic background. The array of backgrounds presented in this study serve to illustrate the necessary variability of ELF through a greater understanding of the contexts in which it is used.

The two Asian ELF users here, Nobuyuki and Yumiko, both share an L1 and are originally from smaller cities in Japan. However, they had very different experiences in their formative years. Where Yumiko had a traditional upbringing, attended a Japanese public school, and grew up speaking Japanese both at home and in school, Nobuyuki grew up in the context of an American international school, surrounded by both international families and the use of English in social settings beyond its teaching in the classroom.

Similar differences can be seen among the three European ELF users in this study. While both Titouan and Marius are French and, in fact, from the same city, Titouan spent the entirety of his childhood and teenage years in France, only venturing out of the country as an adult. Marius, on the other hand, left France at the age of five and grew up in international communities in India for ten years, and South Korea for another five. He attended American international schools in both these countries, only experiencing the French public school system from the age of 15 until he graduated from university. Our third European ELF user, Valeria, likewise grew up in her home country, Czech Republic, but traveled extensively throughout her childhood as a result of her parents' work in translation and interpretation. She attended private schools at both the elementary and university level, obtaining her Bachelor's degree from an American university in Prague.

4.2.1.3 Level of English Proficiency

Finally, these five ELF users differ in their level of English proficiency. I have evaluated the range of English language proficiency for this study as between levels A2 and C2 according to the Common European Framework of Reference for Languages (CEFR) scale (CEFR 2017). With over a decade of experience in ELT in international contexts, I felt prepared to handle interactions with ELF users at a broad range of proficiency levels, and intentionally selected participants who exemplify different levels in order to get a wider

picture of how ELF users from different linguistic backgrounds might find it easy or difficult to adjust to certain contexts. The specific factors by which I evaluated the following proficiency levels include, for example, grammatical awareness and usage of various constructions, breadth of vocabulary, fluency in speaking, and the degree to which pronunciation affects intelligibility.

The results of this evaluation are relevant insofar as they function as a point of comparison between the participants in this study, and may have affected the degree of nuance with which the participants communicate with me during the interview. More importantly, each participants' level of proficiency can be used to put their unique experiences in adapting to a foreign country into context.

Due to the nature of this comparison, I will present my personal evaluation of each participant's English proficiency level based on our spoken interaction in turn; they are presented here in the order in which they were introduced above.

Titouan

At the time of his interview, I would evaluate Titouan's level of English proficiency as bordering a highly functional B1 and lower B2. His spoken English is heavily accented which, while not necessarily a problem in and of itself, does lead to some communicative difficulties (e.g. B.1.5). While he is able to express his thoughts and opinions with a relative degree of success, there were often some lengthy pauses as he sought a specific word, for example, or some particular turn of phrase. There were also certain "Frenchisms" that found their way into his speech, such as his use of the word "firm" to mean "strong" (B.1.6), or "getting up" to mean improving (B.1.6), though these are no doubt easily understood by members of his social circle.

Titouan mentions his desire to improve his Vietnamese (), as well as the fact that he finds it easier to understand a French-speaker's English than a Vietnamese-speaker's English (B.1.10); neither point here comes as a surprise, especially in light of his evaluation of the Vietnamese as "[not] speak[ing] English so good" (B.1.10). While the character of his English may make it challenging for another NNS to understand every word Titouan says, he is nevertheless able to communicate effectively in his daily life, and has been successful in using ELF while traveling and among friends.

Marius

While some errors are present in his speech, these are generally conventional and not significant to the point that they negatively affect his ability to communicate; Marius is a solid C1 English speaker with a good foundation in the English language and, given his experience in international contexts, as well as his use of English in interpersonal relationships on a daily basis, this is as expected.

When asked about potential difficulties communicating with someone in real-world contexts, Marius highlights his ability to adjust to the English level of his professional colleagues who might only be saying "half the words they should be saying or saying some words wrong" (B.2.18), and his subsequent attempts to "try to guide them" using "a lot of hand gestures and drawings, sketches, and things" (B.2.18). In contrast to Titouan, with whom he shares a nationality, Marius' French accent is minimal, and his lexical repertoire extensive.

He alludes to French-speakers' preference for French in everyday interactions, and the greater "effort" it takes for them to speak English (B.2.31) in such a way that it is clear Marius is aware, and appreciative, of his above-average ability to communicate in English.

Valeria

Thanks to her frequent, varied use of English, Valeria is a strong B2-level English user overall, while her receptive abilities are well within the level of C1 proficiency. She herself attributes having little difficulty with different accents to her university experience with strongly-accented classmates from, for example, Slovakia, Russia, and Azerbaijan (B.3.19). While her speech is punctuated with the occasional grammatical errors, she relies on her considerable communicative ability to express her thoughts and opinions effectively, though not always succinctly.

In terms of her ability to communicate in international ELF contexts, she reports using English 99% of the time (B.3.16) and, like Marius, refers to Koreans' language skills, specifically the fact "that their pronunciation is not great and it's really hard for them to put sentences together" (B.3.17) as being the biggest detriment to successful interactions.

Nobuyuki

Nobuyuki's frequent usage of English results in what is a fully functional C1 level of proficiency in English perhaps bordering C2 level. His listening comprehension is unparalleled in this field of participants, even with poorly structured questions (e.g. my non-question in B.4.13), and his productive abilities nearly flawless. Due to his exemplary command of English, he expresses frustration at both the knowledge and level of English in Japan, which he considers "one of the most modern countries" (B.4.12) despite the locals' lack of experience with foreigners, and the school system which he blames for teaching "a lot of vocabulary [which learners] can't actually use" (B.4.12).

Nobuyuki attributes both of these observations to an intrinsic "shyness" in Japanese culture, which causes reluctance in trying to communicate with foreigners, whether in their home country or abroad (B.4.12). He considers himself more adept in international contexts, due in large part to his demonstrably high level of English proficiency.

Yumiko

Based on my spoken interaction with Yumiko, I would evaluate her level of proficiency in English around the high A2 to low B1 levels, though she likely tests higher on evaluations of her written work; she herself admits that writing in English is far easier for her than speaking due to her classroom experiences as an English language learner (B.5.21). Twice during our interview she had to refer to a translation dictionary to find a particular word (e.g. *stable* in B.5.23), and in several instances I had to provide a word when it appeared she was having considerable difficulty coming up with it on her own (e.g. *score* in B.5.16).

Yumiko, like Nobuyuki, attributes her lack of practical English knowledge to the Japanese public school system, and cites little application of skills (B.5.9) in classrooms more focused on the acquisition of grammatical structures necessary to "pass the examination for entrance for university" (B.5.9). She admits to having had a hard time when she first moved abroad as a result of the inadequate English language preparation in her home country (B.5.8), and in many cases still struggles to interact with locals in her current foreign context, though feels that she improves with each interaction (B.5.21).

4.2.2 Similarities between ELF Users

Despite considerable differences in linguistic and cultural background, the ELF users with whom I spoke nevertheless exhibit several general similarities and are in agreement on a number of topics regarding the usage of ELF in European and Asian contexts.

All of the participants in this study have achieved a level of proficiency in English which enables them to operate successfully in their respective communities and for their specific purposes on a daily basis, whether at home or abroad. Despite the difficulties they might encounter in interactions, brought about by varying linguistic strengths and weaknesses, and the different contexts in which they acquired their English language skills, they are able to go about their daily lives with relative ease. This resulting confidence has at least partially led to a willingness to step out of the comfort of their native culture and into new, foreign experiences with little hesitation, if for nothing else, simply with the goal of "try[ing] something new" (C.2.13).

Subsequent success in these foreign contexts has afforded each of these ELF users a deep appreciation of the importance of understanding others in light of their alternative cultures, languages, and traditions. While certain aspects of a foreign culture may seem odd at first, such as the near-constant burning of paper and incense in Vietnamese neighborhood shops to honor Buddhist gods (C.1.25), or the reticence of German shopkeepers to smile (C.5.5), ELF users are eager to engage with the local culture (C.2.14) and feel a desire to understand people both in a general sense (C.4.10) and to a greater degree (C.3.30; C.2.33).

This can be seen, for example, by ELF users' individual identification of the linguistic means of showing respect and an adherence to rules regarding the observance of social hierarchy as among the most identifiable differences between Asian and European cultures, a point which four³ out of the five ELF users in this study bring up in connection to challenges involved in learning the foreign language (C.1.17), which is inextricably linked to the local culture, and interactions with locals which "affect how people talk with you and interact with you" (C.2.21) (see also C.3.13; C.4.15). ELF users appreciate that the need to understand and

³ Unfortunately, I interviewed Yumiko before finding out about this phenomenon, and didn't think to ask her about this during our interview. We do, however, discuss the difficulty she has in finding English words that can fully express certain Japanese words that have layers of meaning and, thus, are difficult to explain in anything less than three or four sentences. The example she gives is the Japanese word *yome*, which translates roughly as "the subservient daughter in law who has a low position in the family and who must obey and serve all others in the household" (C.5.19). While clearly related to Japanese conceptions of social hierarchy, this is not the same thing as that discussed in this section.

adapt to cultural differences like the formality and ritual exhibited in Asian culture is just as important as learning vocabulary.

4.2.2.1 Points of Agreement

In addition to these similarities, the ELF users in this study agree on several points. These points were formulated by the author of this study in response to topics that came up organically in each of the interviews, and worded to reflect the stance taken by the ELF users in this study as a group.

1. The English language is a necessary tool in a number of domains in today's international world.

Our five ELF users report using English with various individuals in a number of domains, including:

- acquaintances in a number of contexts, including travel (C.3.29, C.3.30; C.4.1; C.5.11)
- colleagues (C.2.18; C.4.3)
- customers and clients (C.1.8, C.1.9; C.2.26; C.3.8, C.3.19; C.4.5)
- classmates and teachers (C.2.4, C.2.8; C.3.5, C.3.19; C.4.2; C.5.8, C.5.13)
- friends (C.1.12; C.2.4; C.3.19; C.4.11; C.5.13)
- housemates (C.1.8)
- and, in some cases, even with siblings (C.2.4; C.4.3, C.4.10)

The degree to which ELF is reportedly relied upon in the daily lives of these five individuals demonstrates the pervasive nature of the English language in today's international world.

2. Clear generational differences exist in the level of English knowledge and the ability to use English in both their native and foreign countries.

Our ELF users also agree on the fact that there are clear generational differences in the level of English knowledge and linguistic ability in their native and chosen countries of residence. Titouan, in discussing the typical French reluctance and inability to speak English, differentiates between the absolute lack of English language skills in French people around 40 years and older, and the knowledge of "just the basics" possessed by younger generations

"who cannot stand to be [in] conversation, but ... know the basic foods, drinks, [and have the ability to] ask directions [but] not speak politics" (C.1.13). Marius notices the same distinction, but this time regarding the English language skills of the Vietnamese generations "who want their children to speak English, so don't learn themselves" (C.2.2). In contrast to the French population, Marius expresses surprise at the enthusiasm with which younger Vietnamese generations approach the task of learning English, describing them as "really motivated, and [able to] speak quite well compared to older generations" (C.2.2).

Valeria and Nobuyuki have likewise noticed this phenomenon (C.3.30; C.4.14). Valeria cites it as one of her main motivations to learn Korean, as "all these older people" who run the neighborhood markets "don't speak English, but... are very impressed when [she says] something in Korean" (C.3.30). She reports having more difficulty communicating with them in English (C.3.30), than is the case with her peers (C.3.17).

This point suggests that different generations have different goals for English language acquisition and different conceptions of what they consider to be sufficient knowledge of the language.

3. Successful ELF communication necessitates awareness not just of an ELF user's own linguistic ability, but the linguistic ability of those around them, and often requires use of accommodation strategies and adaptability in linguistic expression for the benefit of these other individuals.

The European ELF users in this study appear to have substantial communicative difficulties with Asian friends and colleagues. While he feels like his English is "okay" in a number of contexts (C.1.21), Titouan, for example, mentions difficulties communicating with the staff at the restaurant where he works, who complain that he "speaks too fast and they don't know all [the] words" (C.1.15) he uses. This requires a use of "lower English" (C.1.8), a phenomenon echoed by Valeria, who expresses difficulty "know[ing] what level of English to use" (C.3.19) in social interactions in South Korea. Titouan also mentions some confusion between similar words; as he says, experience with this type of misunderstanding allows him to already "know the *chicken* is the *kitchen*" (C.1.15) in his professional context, or that the Vietnamese often pronounce the word *tomorrow* as "tumazo" (C.1.10).

Similar difficulties require commonly-cited pragmatic strategies for communicating meaning, such as code-switching in the case of Valeria's encounters with young Korean and Japanese friends, in which she relies on a mixture of English, Korean, and Japanese (C.3.20) to make herself understood, a strategy which Titouan (C.1.15, C.1.16) also makes frequent

use of. Where code-switching fails due to the exhaustion of an ELF user's knowledge of another language, use of alternate strategies like "a lot of hand gestures, drawing, [and] sketching" (C.2.18) can be used even in the very technical field of IT that Marius often finds himself encountering these types of difficulties.

This frequent use of accommodation and adaptation results in what feels to these European ELF users as a "deterioration" of their English (C.3.19), as they find themselves constantly lowering the level of their speech in order to make themselves understood, relying only on "basic [words and] very short sentences" (C.3.19; see also C.1.16; C.2.18).

It is not only the European ELF users who describe Asian varieties of English as "not that great" (C.3.17), however. Both Yumiko and Nobuyuki are well aware of the vast divide between levels of proficiency typically demonstrated by Asian ELF users and their European counterparts. On a personal level, Yumiko's realization that she couldn't tell the difference between forms of the verb *to be* (C.5.10) upon her arrival in Germany was a fact she attributes to the fact that "the Japanese English education system is horrible" (C.5.9). She describes a passive classroom environment where students "just listen [to] what the teacher say[s]" and "maybe [...] have a few conversation classes in school, (but not so many)" (C.5.9), with the ultimate goal of preparing students to pass university entrance examinations.

Nobuyuki, though he has benefitted from his exposure to English at a young age and its use in a number of contexts, likewise identifies a core problem in the Japanese usage of English, but attributes this to failures at the level of usage rather than that of acquisition, as he has noticed that Japanese people do, in fact, "memorize a lot of words" (C.4.8). In his mind, the issue of a lack of practical English knowledge is the fault of "a general, unspoken rule" (C.4.8) in Japanese culture not "to go out of [one's] way and not to bother anybody" (C.4.8) that leads to shyness and reservation in communication, a fact which has severe implications for language acquisition if we accept the premise that language must be used and practiced to become an effective tool for communication.

This signals a need for the explicit teaching and development of pragmatic skills, such as accommodation and code-switching, in the ELF-minded classroom.

4. The language skills demonstrated by teaching professionals in the traditional school systems of both Asia and Europe, along with a reliance on antiquated methods of language instruction, are the greatest detriment to successful language acquisition in the classroom.

Language classrooms, according to all of the five ELF users in this study, are missing out on valuable opportunities to practice practical language skills, due at least in part to

teachers' linguistic and pedagogical skills, which leave something to be desired. From Yumiko's lamentation of the methodology used by English teachers in the Japanese schools system described above (see C.5.9, C.5.10), to Titouan's assertion that he learned more English in his one year living in Australia "than [he] did in his six or seven years at school" (C.1.1), only the two ELF users who learned English in international contexts while attending American international schools failed to voice discontent with their acquisition of English.

The primary reason given for these ELF users' dissatisfaction with their classroom experiences in English is the level of proficiency exhibited by the teacher in the classroom, who often had little applicable experience speaking the language. Within the Czech private school system, for example, Valeria studied English with a teacher who, she reports, knew less English than she did (C.3.5). Titouan, in a discussion during our interview about the current job market for foreigners in Hanoi, mentioned that "every English native speaker you meet is an English teacher (C.1.24), and further observes that any English NS can be an English teacher, regardless of their qualifications, as long as they fit the stereotypical "look" of a westerner (C.1.24). While he admits that things are changing now, and language schools are at least trying "to get people with a [teaching] certificate," these changes have only come about in the last "two or three years" (C.1.24).

This suggests that the quality of education available to potential ELF users in their home countries' school systems is insufficient for the many purposes in which these individuals need to use the English language.

4.3 Analysis of Interviews with ELT Professionals

In order to bring our language classrooms into the modern world, ELT professionals need to make decisions in the classroom regarding the methods by which English language skills are taught in light of what their individual students will need in those contexts in which those students are likely to encounter English. With these concerns in mind, I conducted interviews with two ELT professionals with experience in international contexts to see what is currently being done to address these issues, as well as to identify areas in which further pedagogical development might serve to better address the needs and concerns of our ELF users.

4.3.1 Raymond Sayward

Ray is an American ELT professional with a Master's degree in the Teaching of English to Speakers of Other Languages (TESOL) and over a decade of experience in ESL and EFL teaching (D.1.3; see 2.2). Originally from Boston, he has lived and taught English in Boston, Taiwan, and South Korea. He recently moved to Shanghai, China where he is running a newly-launched online teaching company which specializes in general, academic, and professional English teaching.

Though he began his career in the classroom, Ray's most recent post was as an administrator in a state-funded language program catering to the Asian community living in Boston's Chinatown neighborhood (D.1.12). In addition to his day job, he is a frequent contributor in the TESOL community, writes several publications a year and has presented at a number of TESOL conferences. His areas of interest include adult education, pronunciation and grammar instruction, curriculum development, and assessment, with recent publications dealing with the use of authentic resources in the classroom, the importance of practical skill application in a classroom setting, the use of corpora in adult education, the pitfalls of standardized testing, and the evaluation of students for placement in language programs.

Ray was chosen for this study due to his considerable professional experience in ELT in a range of contexts, particularly the breadth of his experience in EFL teaching abroad and his involvement with the Asian community in Boston. Due to his teaching experience, Ray makes a great program administrator because he understands how the classroom works and what obstacles and challenges teachers are faced with every day. His experience as both a teacher in the classroom and the administrator of a language program gives him a unique perspective from which to consider the topic of ELF and its many unique characteristics.

4.3.2 Klara Krieger

Klara is a Swiss ELT professional with experience as both an English teacher and teacher trainer at one of the most rigorous teacher certification programs in Prague, Czech Republic. Klara is an L2 English speaker, and describes herself as a non-native non-local in Prague's ELT community. Due to personal experiences being discriminated against in this regard, she is a staunch supporter of equality regarding teaching opportunities for NNESTs.

While relatively new in the field, she has presented at conferences for the International Association of Teachers of English as a Foreign Language (IATEFL), promoting

equity in hiring practices. Additionally, she has been involved in a number of studies and publications regarding ELF, nativespeakerism, and the promotion of equal hiring practices among language schools in the ELT community.

Klara was chosen for this study due to her experience in ELF and ELT in a European context, and has an intriguing perspective of the needs of ELF users as a language learner, teacher, teacher trainer, and proficient ELF user herself.

4.4 Different Perspectives, Same Goals

The two ELT professionals I interviewed for this project have had very different experiences and voice very distinct perspectives regarding the teaching of English in international contexts. Nevertheless, similarities between their values, especially their concerns as individuals tasked with providing effective language instruction to a wide range of students, demonstrate that they share at least two goals at the professional level: (1) meeting students' needs, and (2) providing better quality language education. These goals, like in the points discussed in section 4.2.2.1, result from topics that came up in each of the interviews with ELT professionals, in which the interviewees evaluated these goals as important aspects in their roles as educators in international contexts.

4.4.1 Meeting Students' Needs

There are two levels of involvement for an ELT professional in attempting to meet students needs. First, ELT professionals must be able to identify these needs. Having identified the needs of English language learners, ELT professionals must then find ways of incorporating activities and tasks designed to meet these needs into the classroom experience.

The identification of students' needs depends primarily on the context in which students will need to use the English language. In an ESL setting, these needs are often practical; going to "the grocery store, the doctor, [speaking with] their kids' teachers" (D.1.6). In EFL, practical needs are sometimes cast aside as the energy of teaching often goes into the preparation of students for next steps, such as standardized tests that will ensure their entry into universities (D.1.10; see also C.5.9). However, as we can see in the many reported domains in which ELF users need to use the English language in international contexts (see

4.2.2.1), an ELF-informed approach to teaching must prepare students for both expected and unexpected domains of use. Students need to be prepared to engage in classroom discussions (C.5.17) as easily as they can answer tourists' questions about how to get somewhere (C.1.13), or respond to shop owners who don't possess highly functional English language skills (C.3.30).

How should teachers engage this ELF-informed approach to language learning in the classroom? As an ELT professional myself, I know that authentic situational practice is more beneficial to my students than grammar drills or textbook reading, and that listening to a NS lecture on a topic, no matter how interesting, does not require the same skills as listening to a NNS lecture on a topic, or engaging another NNS during a conference call via telephone with patchy reception. Unfortunately, bringing authentic practice into the classroom is a commonly expounded but often poorly implemented classroom strategy. ELT professionals like Ray and Klara encourage teachers to find new, creative ways to implement practical training and real-world skills into the classroom experience, such as replicating the experience students might have in their daily jobs (e.g. working the deli counter or cash register at a local supermarket) in order to increase their level of confidence in dealing with such situations (D.1.19).

4.4.2 Providing Better Quality Language Education

ELF users' evaluations of their previous English classroom experiences in their home countries signal a need to provide better quality language education (C.1.1; C.3.5; C.5.9, C.5.10) at every level of the education system. As both Ray (D.1.22) and Klara (D.2.21) point out, a good teacher often "makes the difference between positive student outcomes and failure" (D.1.22), and is a starting point from which to consider the reformation of current ELT practices which may fall short in preparing students for ELF interactions in international contexts.

The comments made by both the ELF users and the ELT professionals in this study seem to suggest the need for a shift in the hiring practices of ELT programs within the school system, as well as in private language schools, particularly the need to hire qualified and experienced English teachers. One of the major issues in this regard seems to be that of the nativeness of the teachers found in these contexts.

Our ELF users found NNESTs in their home countries to be the source of the problem, while programs around the world currently tout the native speaker as the best model for English language skills (D.2.8). While this may be true, being a good model of a language user does not necessarily mean that you are the most qualified individual to *teach* that model. As Klara points out, the level of awareness NSs often possess with regard to their own language is "on average ...poor to very poor" (D.2.8). While the point of teacher training programs like TEFL Worldwide in Prague or Oxford House TEFL is to teach individuals how to effectively teach a language like English, the typical four-week course is not really the ideal amount of time to adequately teach English grammar to NSs, and then also teach these NSs how to teach (D.2.8, D.2.9); in other words, these schools lose a lot of valuable teaching practice time to the development of strong foundations of grammatical knowledge.

A possible solution to the pervasive problem of inexperienced teachers cited by our ELF users would be, as our ELT professionals suggest, for language schools to reconsider their current hiring practices, and begin hiring only highly qualified teachers, including both NESTs and NNESTs alike. This would go a long way toward creating some healthy competition in the ELT community, requiring native speakers to possess qualifications beyond the nationality stated on the cover of their passport in order to teach a language as important as English in today's international context. Ray did this as the administrator of a state-funded community English program, and, though he initially received negative feedback from both the state and the students in the course, he insists that NNEST can make just as effective teachers as NESTs, and sometimes even more so (D.1.16, D.1.17). Klara agrees that "you don't have to be a native speaker" (D.2.12), but maintains that a good teacher must possess a high level of English in order to be effective, whether they are a native speaker or not (D.2.12).

The important question to ask, then, if being a native speaker is not a sufficiently indicative criterion of what it means to be a good English teacher, is what qualities do good teachers possess? In this regard, both of our ELT professionals are in complete agreement. According to Ray and Klara, good teachers are individuals who feel secure in their job (D.1.22; D.2.13) and have a steady support system in place. A good teacher should possess a high level of language skill and linguistic awareness (D.2.21), the ability to apply that knowledge themselves (D.2.21), and an ability to transmit that information to students using effective methodology in the classroom (D.1.19). Good teachers are often individuals who not only understand where students are coming from, both culturally and in terms of the struggles faced by language learners (D.1.15), but are also individuals who know what

students will need to know in order to achieve success in their linguistic encounters (D.2.8) and is able to keep these needs in mind to work toward the mutual goal of developing practical language skills for use in a number of domains in international ELF settings (D.1.19).

5 Discussion

It is important to note that the conclusions reached in this study can only be generalized so far as they apply to the specific ELF users and ELT professionals mentioned here, both individually and considered as one group. Greater generalization requires a larger sample size, though the similarities and differences encountered here can be indicative of larger trends and, consequently, a good place to start for future studies.

That said, the interviews with both ELF users and ELT professionals echo several key topics in the field of ELF research. First, ELF is very much used as a “functional variety” (Dunková 2014:16) for our ELF users in their communities of practice. A necessary tool in their daily lives, English facilitates interactions and experience in a number of domains (see 4.2.2.1), despite the fact that these individuals all live in countries belonging to Kachru’s (1985) expanding circle and interact primarily with individuals who do not share their L1.

The ELF users consulted here, in fact, live, work, and study in international environments, and frequently find themselves in contact situations where they must juggle the linguistic patterns of speakers of multiple L1s. This requires that they be adept at altering their own variety of English on a near-constant basis when engaged in these types of interactions within speech communities which, as Seidlhofer (2009a:238) asserts, cannot be defined in the traditional sense (see 2.3.3).

As a result of previous experiences with miscommunication and misunderstanding in these settings, our ELF users constantly monitor others’ understanding during the course of their interactions. Additionally, to function successfully in these communities and to avoid these moments of miscommunication (Mauranen 2006b), our ELF users report preemptively employing strategies such as accommodation and leveling to make themselves understood by other ELF users who might not have an equal level of proficiency (Firth 2009:162). In the same way, occurrences of “cooperative strategies” (Firth 2009:149), such as code-switching when their level of proficiency in the other speaker’s L1 allows it, gesturing, and even sketching are reportedly frequent, regardless of the context in which these ELF users find themselves.

The strategies employed by ELF users discussed above and in previous sections are not restricted to casual domains of use such as group interactions among friends, however. As discussed in section 2.5.1, English is the lingua franca of the modern business world, and experiences such as those had by Marius and Nobuyuki, who both work at larger multinational companies and use English as their primary language of interaction in

professional contexts, attests this. Even Titouan and Valeria, who work in the service industry at a more local level in their respective countries of residence, use English at work to communicate with both colleagues and customers. For our ELF users, professional interactions are indeed “content-oriented” (Jenkins et al. 2011:298), and require that they use every tool at their disposal, from linguistic strategies such as code-switching to gesturing and drawing, discussed above.

Participants in this study have also used English in another common domain of use for ELF speakers, that of the modern academic setting discussed in 2.5.2. While Marius, Titouan, and Nobuyuki attended universities in their L1, both Marius and Nobuyuki completed the majority of their education in English at American international schools, in India and South Korea, and Japan, respectively. Valeria and Yumiko, on the other hand, completed their basic education in their L1, but have both used English as their primary language of communication in the university setting, Valeria in her home country at an American university in Prague, and Yumiko abroad in both Edinburgh, Scotland and Berlin, Germany.

All of our ELF users report sharing the classroom with L1 and other L2 English speakers originating in various different countries, requiring that they become accustomed to diverse phonetic and lexicogrammatical styles. Marius and Nobuyuki, both of whom had very immersive experiences at a young age, don’t report having many difficulties understanding either their classmates or their teachers; Yumiko, on the other hand, reports struggling in the classroom due to her level of proficiency, particularly during her time in Scotland, during which she was surrounded by L1 English speakers with “strong accents and specific saying[s]” or idioms (C.5.4). She reports often “giving up” in trying to understand what they were saying to her and just nodding along with the conversation until challenged (C.5.4), but claims to have had an easier time there due to the attitude of the Scottish people as compared to Germans, who she finds “[too] serious” and describes as “strict, honest, and strict” (C.5.24), suggesting she has more in common with her classmates in Berlin, mostly other L2 English speakers, than she did in Edinburgh.

Our ELF users come from different backgrounds and, despite their similar experiences living in foreign countries, have different levels of proficiency in the English language when judged by NS standards. Throughout the interviews, the participants in this study each produced typical phonological and lexicogrammatical variations that are common to users of ELF. For example, all five ELF users mispronounced the word “pronunciation” (i.e. /prə'naʊnsi'eɪʃən/ rather than /prənʌnsi'eɪʃən/) in utterances during our conversations

(e.g. C.2.17) which, while perfectly comprehensible and maintaining both nuclear (see LFC, Jenkins 1998) and lexical stress, is atypical by NS standards.

Other unusual features of lexis and grammar, according to NS standards, cropped up from time to time. For example,

- “I don't **feel** the pollution much even though it is hot.” (C.1.11)
- “...it was pretty different contrast **from** Vietnam...” (C.2.14)
- “...**it's took few** years **that we even** could learn English...” (C.3.5)
- “...**and individual** is at the bottom of the list...” (C.4.16)
- “...in Japanese, my style **to have** the conversation is a bit changed...” (C.5.25)

Non-standard lexical and grammatical choices like these cause minimal confusion with both L1 and L2 speakers alike, regardless of whether L2 speaker share the same “similect” (Mauranen 2012:28). As mentioned in 2.4.2, they are usually the product of translanguaging (Seidlhofer 2011; Cogo 2015; Jenkins 2017).

When asked about their early English language training, the three ELF users who did not have the benefit of immersive educational experiences in English, Titouan, Valeria, and Yumiko, each expresses dissatisfaction with their experience learning English in their countries' school systems.

Despite their overall success in using ELF to adapt to various contexts in linguistically and culturally discrete regions, it cannot be said that the five ELF users consulted for this study have gained most of their applicable linguistic and pragmatic skills in ELF in the English language classroom alone. On the contrary, each of these individuals demonstrates the extent to which supplementing classroom instruction with real-world experience and near-constant practice of these linguistic and pragmatic skills can affect their ultimate success as ELF users.

The combination of points 1-4 in section 4.2.2.1, however, suggests that popular, traditional methods of language instruction that might have been considered sufficient in preparing students for (more limited) contact situations in the past are no longer enough for the contexts in which people today need to use the language.

The question for ELT professionals is whether or not there is anything that can be done pedagogically to better prepare individuals like these for the contexts in which they are likely to find themselves. Our ELF users identify, for example, certain sociocultural values and tendencies as most difficult to adjust to (e.g. C.3.10), and cite difficulties which arise due

to differing levels of proficiency within the ELF community (e.g. C.1.21; C.2.18). However, is a dearth of ELF-informed teaching material in both teachers' and students' ELT resources. If these are the concerns of ELF users in the expanding circle today, then ways of adapting to and overcoming these obstacles should, it follows, be addressed in the English language classroom.

As discussed in section 2.6, research on the topic of ELF, including the present study, suggests that an ELF-centered approach to language instruction in the expanding-circle classroom is a more logical choice than traditional instructional methods, as more explicit attention to the principles, features, and skills required in ELF interactions would better prepare students for real-world experiences. However, as the results of the interviews presented here with both ELF users and ELT professionals indicate, the ELT community could do more to implement the principles and features of ELF interactions into the classroom experience.

More consistent use of authentic materials in the classroom, in addition to the development of skills needed for practical tasks, such as the examples discussed in section 4.4.1, would go a long way to making L2 English speakers feel more comfortable in the situations in which they often find themselves. Increased time devoted to the development in practical skills, in turn, leads to better quality education in expanding circle contexts. This would improve the degree of satisfaction of ELF users like Titouan, Valeria, and Yumiko, who cite deficiencies in both the knowledge and experience of their past English teachers, as well as the use of antiquated methods of language instruction, as the primary failures of their English language education systems in their home countries.

In order to alleviate these concerns, current hiring practices in the expanding circle which favor sometimes-underqualified NESTs who will accept lower wages over qualified NESTs and NNESTs should be reconsidered. While language education can be a profitable venture in the expanding circle, it should not come at a cost to sound educational practices.

Additional studies ascertaining the concerns and opinions of ELF users and ELT professionals are needed to achieve more generalizable results, as one of the major limitations of this study is the small sample size. Both Europe and Asia are large geographical regions comprising multiple linguistic and cultural groups. While I attempted to explore my research questions with the help of the most diverse group of participants available, I was forced to keep my sample size to a minimum in order to ensure the successful completion of this work by the indicated deadline, but it is not possible to achieve fully generalized insights with a

sample size of only five ELF users and two ELT professionals. More voices in every aspect of this study would lead to greater insights into this topic of research.

Further limitations regarding the sample size of the present study include the fact that there were two respondents for each of two countries, Japan and France. While the participants from each of these countries had very different experiences when compared with each other, greater diversity may have resulted in the opportunity for additional conclusions.

The present study also fails to account for other major contenders in the global ELF community boasting robust ELT communities, especially those of the Middle East and Latin America. Future studies comparing the reality of Asian and European ELF users with those of the Middle East, Latin America, and others, would give a greater overall picture of what comparisons can be made between the whole of the ELF community.

Another interesting point of comparison for future studies, given that the definition of ELF utilized here does not exclude NS, would be a qualitative comparison of how NS and NNS might differ with regard to their needs as ELF users in international contact situations, within the expanding circle as well as the inner and outer circles.

6 Conclusion

The globalization of the modern world and the prominent position of English within it has led to a vast array of English varieties. English is used as a lingua franca around the world to facilitate interactions that arise in contact situations in various domains involving individuals from different linguistic and cultural backgrounds, who must use ELF to go about their daily lives.

Due to the unique nature of the lingua franca interactions, ELF involves various phonological, lexical, grammatical, and pragmatic features that differentiate it from L1 English interactions, and further distinguish the needs to ELF users from those of the ESL and EFL communities in the inner and outer circles. The existence of these features indicates a need for a different approach in the ELT classroom of the expanding circle.

In the interviews conducted in the present study, ELF users in contact situations in the expanding circle voice several concerns indicating a need for better language preparation at all levels of the education system and in multiple domains. While ELT professionals are cognizant of this need, the ELT community needs to work together to provide this higher level of instruction. This begins with acknowledging students' needs and improving hiring practices in our schools. Individuals hired to teach English for use in ELF settings must be highly qualified, have a firm foundation in the language, and be able to conceptualize what students will need outside of the classroom in a number of contexts in order to prepare them for real-world situations within the classroom. This does not require that an effective teacher be a NEST; according to the ELT professionals consulted in this study, it is very often the case that NNEST may actually better exemplify these characteristics in these contexts.

The field of English as a Lingua Franca research has created a movement of change in the ELT community. Still, the current contexts in which ELF users must use the English language necessitate further reformulation of the current realization of English language teaching policy to ensure practical success for those ELF. An ELF-informed approach to ELT, which begins with an analysis of the needs of L2 English learners, is the next logical step in developing current pedagogical practices.

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7 Resumé

Diplomová práce se zabývá vnímáním a zkušenostmi uživatelů ELF a profesionálů v oblasti ELT a porovnává je se současným výzkumem *angličtiny jako lingua franca* (ELF). Studie v úvodu představuje koncept ELF a stručně nastiňuje témata, která jsou předmětem práce. V oddílu 2.1 následuje popis vzestupu a rozšíření angličtiny jako kontaktního jazyka a následné globalizace angličtiny, která vedla k její současné roli jako lingua franca moderního světa.

Výzkum v oblasti ELF je silně ovlivněn různými obory lingvistiky, mezi které patří i výuka anglického jazyka (ELT). Oddíl 2.2 se proto pokouší vymezit základní terminologii objevující se v diskuzích o ELFu, která bude užívána v této práci, a definuje samotný ELF jako "funkční varietu" (Dunková 2014: 16) angličtiny používanou v kontaktních situacích mluvčími různých prvních jazyků (L1).

Oddíl 2.3 seznamuje se začátky výzkumu ELFu v polovině 90. let prostřednictvím klíčových témat, jimž se výzkumníci ELFu věnovali. Počátkem byly teoretické diskuze o povaze angličtiny jako mezinárodního jazyka (EIL) ve srovnání s interakcemi nativních řečníků (NS) (2.3), a také základy korpusového výzkumu ELF v Evropě a Asii, který následně usnadnil analýzu těchto jedinečných interakcí v angličtině (2.3.1), např. prostřednictvím korpusů VOICE (2013), ELFA (2008) a ACE (2014).

Tématem oddílu 2.3.2 je diskuze o sociolingvistické identitě uživatelů ELF a jejich užívání této transkulturní funkční jazykové variety "vně [jejich] primárních společenských prostorů a řečových komunit" (Seidlhofer 2011: 84), což vyžaduje, aby uživatelé ELFu zapojovali svá osobní zázemí, jak kulturní tak jazyková, spíše než abychom u nich předpokládali kulturu rodilých mluvčích (NS) angličtiny.

Oddíl 2.3.3 dále rozvíjí toto rozlišení popisem současného chápání ELFu, vzhledem k němuž jsou prováděny analýzy fonologických, lexikogramatických a pragmatických rysů ELFu, čímž připravuje čtenáře k pochopení kontroverzní diskuze nad definicí ELFu jako ohraničené variety angličtiny. Autorka zastává názor, že pro popis ELFu potřebujeme popis a vymezení na škále, která překračuje rámec stávající terminologie, a rezonuje s názorem

Jenkins, Cogo a Dewey (2011: 297) v tom smyslu, že nastal čas "přehodnotit pojmy jazykové variety a řečové komunity" ve světle proměnlivé povahy ELFu užívané mluvčími L1 a L2 v stále více se rozvíjejícím mezinárodním tzv. rozšiřujícím se kruhu (Kachru 1985).

Obtížnost zařadit ELF a interakce v něm probíhající úhledně do předem definovaných kategorií přináší potíže odborníkům zabývajícím se ELT zejména v tom, že posuzování uživatelů ELFu podle norem NS nemusí být ve většině kontextů vhodné. Zdá se, že výzkum až do dnešního dne signalizuje potřebu, aby profesionálové v oblasti ELT vyučovali funkční variety angličtiny přizpůsobené potřebám a očekáváním uživatelů jazyka, při vědomí některých zásad ELFu, jako jsou ty, které jsou popsány v oddílu 2.4. "Vysoký stupeň interaktivní a pragmatické kompetence" (Jenkins et al., 2011: 293) zajišťuje uživatelům ELFu úspěšnost jejich komunikačních interakcí a umožňuje používat ELF pro zvládnutí komunikace v různých oblastech.

Dvě takové oblasti jsou tématy oddílů 2.5.1 a 2.5.2, konkrétně využití ELFu v obchodním a akademickém světě. Obě zde zmíněné oblasti byly výrazně ovlivněny globalizací a vyžadují, aby se uživatelé ELFu v těchto nadnárodních nebo mezinárodních podmínkách rychle přizpůsobili takovému užívání anglického jazyka. Problémy a výzvy, s nimiž se setkávají uživatelé ELFu v těchto oblastech, signalizují potřebu praktičtějšího přístupu k ELT přímo ve výuce.

Oddíl 2.6 je věnován diskusi o přístupu k ELT informujícím o ELF, konkrétněji o tom, jak takové principy zapojit do výuky. Podle názoru autorky výzkum ELFu zdůrazňuje situační specifickou interakci v lingua franca. Výuka angličtiny v rozšiřujícím se kruhu tedy musí brát v úvahu potřeby uživatelů v konkrétních komunitách, jakož i v jiných zvláštních kontextech užívání jazyka. Lze tvrdit, že v rámci vnitřního i vnějšího kruhu je vhodné jazykové vzdělávání zaměřené na ty rysy, které se vztahují k místní varietě. Výzkum v oblasti ELFu má proto dalekosáhlé důsledky pro charakter výuky anglického jazyka v rozšiřujícím se kruhu, kde znalost studentů je prověřována především v interakci s jinými nerodilými mluvčími.

Někteří, např. Canagarajah (2005), navrhuji "méně hierarchický a vyrovnanější přístup" k výuce jazyků ve třídě, pro který se "výukové modely, materiály a metody mohou připravit na místní úrovni" (Jenkins et al 2011: 306). Další metodou začlenění perspektivy

ELFu do hodin angličtiny, o nichž se diskutuje v této části, je tříproudý přístup Kirkpatrickův (2007), který se zaměřuje na rozvíjení jazykového povědomí, mezikulturního povědomí a pragmatických strategií umožňujících vyrovnat se současným množstvím variet angličtiny (Jenkins 2006 : 173, Kirkpatrick 2007).

Je zjevné, že samotný výzkum nemůže změnit způsob výuky angličtiny v kontextu lingua franca v rozšiřujícím se kruhu. Autorka tedy navrhuje vědomé začleňování zásad ELFu odborníky v oblasti ELT přímo v terénu, což vyžaduje individuální přizpůsobení specifickým potřebám a zájmům uživatelů ELFu. To však není možné, pokud normy podle NS budou i nadále udržovány i v kontextech, kde studentům pomáhají jen málo.

Aby bylo možné zjistit, zda a jak se komunitě ELT podařilo propojit výukové strategie, metody, postupy a cíle se specifickými potřebami a očekáváními studentů, byl proveden sociolingvistický výzkum ve formě částečně strukturovaných rozhovorů s mluvčími anglického jazyka L2, kteří používají ELF v každodenním životě, v práci a při studiu, a s profesionály v oblasti ELT s cílem zjistit, jak se témata, která se v těchto rozhovorech objevují, vztahují k teoretickému výzkumu ELF představenému v Kapitole 2.

Pro tento projekt byla vybrána kvalitativní, sociolingvistická metodologie jako reakce na povahu výzkumu ELF v posledních desetiletích, který se zaměřoval především na formální lingvistické a pragmatické rysy ELF. Autorku této práce, která je rovněž profesionálem v oblasti ELT, zajímalo, jak uživatelé ELF využívají své jazykové a pragmatické kompetence a jak by sami popsali ony typické kontexty použití, na které klade důraz odborná literatura (3.1).

Za tímto účelem provedla autorka individuální, kvalitativní, částečně strukturované rozhovory s různorodou skupinou pěti uživatelů ELF a dvou ELT odborníků (3.1.1). Kvalitativní metody, používané ve společenských vědách, jsou užitečné při získávání informací k výzkumným otázkám, které vyžadují interaktivní, reflexivní přístup. Na druhé straně vyžadují tyto metody "otevřenost" (Flick 2004: 154) na straně výzkumníka, který se musí reagovat výběrem respondentů nebo přizpůsobovat plán studie aktuálním poznatkům nebo problémům, které se vyskytly během výzkumu (3.1.1).

Jak již bylo zmíněno, jednalo se o polostrukturované rozhovory s využitím návodu na vedení rozhovoru, který vytyčoval klíčová témata tak, aby pokryl výzkumné otázky (3.2.1) a zároveň byl navržen tak, aby podpořil přirozené plynutí rozhovoru (3.2.2; 3.4.1). Účastníci této studie byli požádáni, aby podepsali formuláře informovaného souhlasu (3.2.3).

Jednotliví uživatelé ELF a profesionálové v oblasti ELT, kteří byli nakonec vybráni pro tuto studii, byli vybráni ze souboru potenciálních účastníků shromážděných prostřednictvím osobních kontaktů autorky v jazykových komunitách ELF a ELT (3.3.1), na základě počátečního průzkumu za účelem výběru uživatelů ELF nejvhodnějších pro účely této studie (3.3.3). Rozhovory byly nahrány (3.4.2) a později analyzovány z hlediska relevance pro výzkum (3.5.1), části rozhovorů by vybrány a ručně transkribovány tak, aby byla zajištěna přesnost (3.5.2). Vzhledem k tomu, že přepisy byly použity k analýze založené na obsahu a netýkají se formy, je systém přepisu převzat podle konvence užívané Bucholtzem a DuBois z University of California, Santa Barbara (UCSB) (Bucholtz & DuBois 2017); v tomto stylu přepisu jsou do transkriptu zahrnuty minimální fonetické informace (viz konvence transkripce v Příloze B), zatímco rytmus výpovědi tazatele a dotazovaného je zachován využitím přerušení řádků k signalizaci intonačních jednotek v řeči.

Kapitola čtyři této práce předkládá hloubkovou obsahovou analýzu rozhovorů s uživateli ELFu a profesionály v oboru ELT. Autorka nejprve v části 4.1 stručně představuje každého z pěti uživatelů ELFu, kteří v současnosti žijí v zemích rozšiřujícího se kruhu, představuje jejich jazykové a kulturní zázemí, aktuální prostředí a roli angličtiny v jejich každodenním životě, jakož i důvody jejich výběru pro tuto studii. Analýza rozhovorů s uživateli ELF se pak soustředí na rozdíly (4.2.1) a podobnosti (4.2.2) mezi nimi. Jak rozdíly, tak podobnosti, jimiž se analýza zabývá, byly vybrány na základě skutečnosti, že tyto body byly buď zmíněny nebo zaznamenány v každé jednotlivé interakci mezi autorkou a respondenty a tudíž tvoří základ pro srovnání mezi zkušenostmi těchto různorodých uživatelů ELFu.

Tři rozdíly mezi uživateli ELF, jimiž se tato studie věnuje, jsou (1) motivace k přestěhování do cizí země, (2) osobní zázemí a (3) úroveň angličtiny. Zatímco první dva rozdíly jsou výsledkem témat, která vyvstala v průběhu rozhovorů, poslední, třetí, rozdíl je podrobně popsán v části 4.2.1.3 a je založen na praxi autorky v hodnocení pokročilosti v oblasti ELT.

Podobnosti mezi uživateli ELFu v této studii jsou rozděleny do dvou hlavních kategorií. Za prvé, autorka popisuje obecné podobné zkušenosti těchto uživatelů ELFu na základě jejich komentářů během rozhovorů, zejména následující fakta: fakt, že všichni účastníci této studie dosáhli úrovně znalosti angličtiny, která jim umožňuje úspěšně působit v kontextech, ve kterých se nacházejí, fakt, že tato úroveň jim zajišťuje relativně hladké fungování, fakt, že oceňují důležitost porozumění ostatním vyplývajícím z jejich úspěšného působení v zahraničí, a fakt, že se ve výsledku snaží zapojit se do místní kultury ve městech, kde žijí, a touží ve větší míře porozumět lidem, se kterými přicházejí do kontaktu.

Kromě těchto obecných podobností uživatelé ELFu v této studii také souhlasí se čtyřmi body, které se v každém z rozhovorů spontánně objevily. Ty jsou podrobně popsány v části 4.2.2.1, ale lze je shrnout takto:

1. Angličtina je nezbytným nástrojem pro uživatele ELFu v řadě oblastí v současném internacionalizovaném světě.
2. Existují generační rozdíly ve schopnostech užívat angličtinu v domácích i zahraničních kontextech zkoumaných uživatelů ELFu.
3. Uživatelé ELFu si musí být neustále vědomi jazykových dovedností ostatních uživatelů ELFu, s nimiž vstupují do interakcí, a musí využívat strategie přizpůsobení a být schopni přizpůsobit svůj jazyk ve prospěch těchto dalších komunikujících osob.
4. Nedostatek jazykových dovedností a zastaralé metody výuky jazyků jsou největší překážkou pro úspěšné osvojování jazyků za účelem komunikace v rozšiřujícím se kruhu.

Podobně jako v předchozí sekci začíná autorka analýzu rozhovorů s odborníky v oblasti ELT krátkým představením obou účastníků, načrtnutím jejich předchozích zkušeností s ELT a oblastí zájmu a specializace, stejně tak jako důvodů jejich zařazení do výzkumu. Nicméně, na rozdíl od analýzy rozhovorů s uživateli ELF, se analýza těchto rozhovorů zaměřuje na jejich sdílené zájmy a cíle navzdory jejich různým úhlům pohledu. Tyto dva cíle byly opět identifikovány jako témata, která se objevila v obou rozhovorech a která respondenti hodnotili jako důležité aspekty svého pedagogického působení v mezinárodním kontextu. Cíle, které sdílejí tito dva odborníci, jsou: (1) přizpůsobení se potřebám studentův konkrétních kontextech ELT a (2) poskytování lepšího jazykového vzdělávání těmto studentům.

Potřeby student je třeba nejprve identifikovat a poté nalézt způsob, jak je začlenit do činností a úkolů ve třídě. Druhý cíl, tj. poskytnout kvalitní jazykové vzdělávání, je úkolem zvláště důležitým pro Raye, bývalého administrátora a majitele online jazykové školy, a Klaru, která pracuje jako metodička. Oba dotazovaní mohou ve svém bezprostředním okolí zavádět změny a oba souhlasí s tím, že v současné komunitě ELT existuje určitá míra tláhnutí k varietám rodilých mluvčích, což má negativní dopad na kritéria, podle kterých jazykové školy a jazykové programy vybírají a najímají nové zaměstnance. Změny v postupech při náboru vyučujících by podle nich měly pozitivní dopad na komunitu ELT jako celek a vedly by ve svém důsledku k náboru kvalifikovaných profesionálů ELT, kteří odpovídají jejich shodnému popisu toho, co dělá učitele dobrým učitelem (viz konec oddílu 4.4.2.)

V páté kapitole jsou výsledky analýz kvalitativních rozhovorů s uživateli ELFu a odborníky z oblasti ELT vztaženy k tématům představeným v teoretickém přehledu. Potvrzuje se názor, že ELF je "funkční varieta" angličtiny užívaná mluvčími angličtiny jako L1 a L2 v kontaktních situacích, stejně jako využívání pragmatických strategií uživateli ELFu ve všech oblastech, zejména akademických a obchodních. Popisuje se také různá úroveň znalostí sledovaných uživatelů ELF spolu s příklady jejich užívání nestandardních fonetických, lexikálních a gramatických forem, které nicméně nepředstavují pro autorku žádné problémy při pochopení jejich celkového sdělení.

Diskuze se dále zaměřuje na názor, že navzdory svému prokázatelně úspěšnému působení v interakcích ELFu v oblastech rozšiřujícího se kruhu, tři z našich pěti uživatelů ELF v této studii vyjadřují nespokojenost s úrovní výuky angličtině, kterou prošli ve svých domovských zemích, což naznačuje potřebu revidovat postupy při výuce v tomto kontextu. Praktičtější přístup k ELT, který zahrnuje informace o ELF, se proto nabízí jako prostředek ke zlepšení kvality vzdělávání v angličtině pro komunikaci v rozšiřujícím se kruhu, a to jak na úrovni školení učitelů, tak v samotné praxi ve třídě. Přehodnocení běžných postupů náboru učitelů, kdy přednost dostávají nekvalifikovaní rodilí mluvčí nad kvalifikovanými nerodilými učiteli (NNEST), se tak jeví jako posun směrem k praktičtějšímu přístupu k výuce angličtiny v mezinárodních kontextech.

Pátou kapitolu ukončuje diskuze o směrech dalšího možného výzkumu, který by mohl dle autorky posloužit lepší informovanosti při výzkumu v oblasti ELF, neboť předložená studie má pouze omezený rozsah. Závěr v kapitole 6 shrnuje hlavní body práce a předkládá nejdůležitější body argumentace.

Appendix A: Interview Materials

A.1 Interview Guide: ELF Users (Initial)

Interview Questions for ELF Users in Europe and Asia

1. I've told you that I'll be asking you questions about your experience using English.
 - a. Is there anything you'd like to say before we start?
 - b. What does "English" mean to you?
2. Where are you from?
3. Have you ever lived in another city in your country?
 - a. What did you do there (work/school)?
 - b. Is the same type of (language) spoken there?
 - c. What kinds of differences are there between (native language) and (other dialect)?
4. Do you like to travel?
 - a. Where have you been?
5. Have you ever lived in another country?
 - a. What did you do there?
 - b. Why did you move there?
 - c. Were you able to use your native language with anyone while you lived there?
 - d. What language did you use to communicate with people?
 - i. How many of the people you spoke to in English regularly were native/non-native speakers?
 - ii. Where were they from?
6. Tell me about your previous experience with English.
 - a. Where/When did you study English?
 - i. Were your teachers native or non-native speakers?
 1. Did you feel any difference related to this?
 - b. Did you enjoy your classes?
 - i. How important were they to you?
 - c. Is there anything you feel you weren't taught that would have been useful?
 - d. How has your knowledge of English changed over time?
7. Is there anything related to English instruction that would benefit people like you that teachers don't usually do?
8. Did (your company/school) require that you use English?
9. Have you ever found yourself in a situation you felt you weren't prepared for?
 - a. What did you do about it?
10. Have you ever felt like you weren't able to communicate the way you wanted to?
 - a. In your travels, have you had any funny/interesting moments of "mistranslation"?
 - b. What did you do about it? Did you find a way to adjust your English?
11. Have you been in a situation where the other person didn't understand you?
 - a. What would you do differently if you had to do it again?
 - i. In terms of preparation and/or "in the moment?"
12. Are there situations where you have to use English, but would prefer to use other languages?
 - a. (Can you give me an example?)
13. How has English affected your social life?
 - a. Have you studied (the local language)?
 - i. Do/did you feel comfortable using it?
 - b. Are you able to talk to everyone you want to?
 - i. What if a person's English level is not very high?
 - c. Do you feel like you are able to maintain friendships with locals?
 - i. How do you communicate with them?
 - ii. Is there anything you felt that you missed out on because of your inability to communicate with the locals?
14. Can you tell me a little about any cultural differences you have noticed between you and the locals in _____?
 - a. Are there any particular aspects of interaction, for example, that are specific to the (the local) culture?
 - b. How would you describe (the locals)?
 - i. Is this very different from what you were used to before living there?
 - c. Could you describe (the locals) in three words?
15. How has knowledge of English affected your experiences abroad?
16. Is there anything I didn't ask that you would like to add?

A.2 Interview Guide: ELT Professionals (Initial)

Interview Questions for ELT Professionals

1. I've told you that I'll be asking you questions about your experience as a teaching/language professional in the English-speaking community. Is there anything you'd like to say before we start?
2. What does "English" mean to you? **What do you think of when you think of an English speaker?**
3. **Where are you from? What is your native language?**
 - a. **Have you lived anywhere else?**
4. **How long have you been teaching English?**
 - a. **Where have you taught?**
 - i. **Have you noticed any differences in the variety of English taught in different locations/regions/schools?**
 - b. **what variety or category of English do you primarily focus on? (e.g. BrE, AmE, other? ELF??)**
 - i. **Why do you focus on this variety? (e.g. it's natural, out of necessity, another reason?)**
 - c. What are your strengths as an English teacher? What are you best at?
 - i. Do you teach individuals or groups? Which do you prefer (and why)?
 - d. **In which specific area of EN do your students typically excel?**
 - i. **Do they already have strengths/weaknesses when they come to you?**
 1. How does this affect your planning of their course?
5. Where do you currently work?
 - a. If it is not your current job, have you ever worked for/been associated with a language school?
 - b. What languages does (your school/company) offer?
 - c. In the English department, are there any specialty programs, like business EN, test preparation, academic EN, etc?
 - i. Are any types of classes more popular than others?
 - d. What is the average number of students/class?
6. **Where do your students come from?**
 - a. Are they local? International students? What percentage would you say you have of each?
7. Who is in charge of placing students in certain classes/placing teachers in certain companies?
 - a. How is a student's level evaluated when they first come to (school/company)?
 - i. Is this usually accurate? Who decides if the student needs to be moved? (specific examples?)
 - b. How are the teachers for these classes selected? (student evals? experience? background?)
 - c. What information is given to teachers at the beginning of a course?
8. **How do students usually describe what they want out of lessons?**
 - a. **How well do students seem to understand their own personal goals?**
 - i. **specific examples?**
 - b. **How well do students seem to understand their own personal needs?**
 - i. **specific examples?**
 - c. What types of issues do students at (school/company) typically face?
9. In terms of lessons taught at (school/company), who decides the variety of English that is taught?
10. **Who develops the syllabus for the course/ individual lessons?**
 - a. How much freedom do teachers have when planning their lessons?
 - b. **What materials/support are available to teachers?**
 - i. **Do you usually use textbooks? Which ones?**
 - ii. **If you develop your own material, where do you look for resources?**
 - iii. **What kinds of materials do you usually use in class?**
 - c. **Who develops the syllabus for courses?**
 - i. Do teachers need to submit lesson plans/course plans to (school/company) ahead of time? How are these monitored?
11. **What makes a course at (school/company) "successful"?**
 - a. **What kind of remarks do students usually make about their own progress?**
 - b. **Do your students ever have any specific issues they'd like to address (e.g. email format, telephone convos, etc)**
12. Where do teachers at your (school/company) typically come from?
 - a. Are they local? (i.e., do they live in (city) long-term, or are they usually transient?)
 - b. What percentage of your teachers would you say are native speakers?
13. What qualities would you say make a good teacher?
14. Can you think of any typical complaints students have about teachers/lessons?
15. Have you ever studied another language? (/your first language is (language), so you must have studied English...?)
 - a. Where?
 - b. How long did you study?
 - c. Did you like going to class?
 - i. Can you think of a good teacher you have had? How would you describe him/her?
 - ii. What about a bad teacher you have had? What made him/her a bad teacher?
16. Is there anything I didn't ask that you would like to add?

A.3 Informed Consent Form (Blank)

INFORMED CONSENT FORM

This form details the purpose of this study, a description of the involvement required and your rights as a participant.

Thanks in advance for your participation in this study.

The purpose of this study is:

- to gain insight into the experiences of non-native English speakers living abroad and using English to communicate in a variety of contexts

The benefits of the research will be:

- A better understanding of the specific issues and/or challenges facing ELF users in Europe and Asia
- A better understanding of how English teachers in Europe and Asia can help to alleviate some of these challenges for students utilizing English for purposes of tourism, education, and/or business

The methods that will be used to meet this purpose include:

- One-on-one interviews, conducted either in person, over the phone, or through Skype
- Possible follow-up emails to clarify information collected during the interviews

Our discussion will be audio and video recorded to help me accurately capture your insights in your own words. The recorded files will only be seen by me and my advisor for the purpose of this study, but may be used in future research in either a video or audio format, or as transcribed text as indicated below. If you feel uncomfortable with the recorder, you may ask that it be turned off at any time.

You also have the right to withdraw from the study at any time. In the event you choose to withdraw from the study, all information you provide will be omitted from the final paper and subsequent research projects.

Insights gathered by you and other participants will be used in writing a qualitative research thesis, which will be read by my advisor(s), and presented to Charles University in Prague, Czech Republic. In addition, these insights may be used in future research projects, as indicated below.

(Please click all that apply)

The data resulting from this interview can be used:

- ☐ as collected data for a qualitative research thesis project as described above
- ☐ as collected data for any future research conducted by the researcher (Stefanie Morejón)
- ☐ as transcribed text for future use in any relevant public corpora
- ☐ as audio data for future use in any relevant public corpora
- ☐ as audio and video data for future use in any relevant public corpora

Though direct quotes from you may be used in the situations listed above, your name and other identifying information will be kept anonymous.

You are encouraged to ask questions or raise concerns at any time about the nature of the study or the methods I am using. Please feel free to contact me at anytime by e-mail at stefanie.morejon@gmail.com.

By signing this consent form, I certify that I, _____, agree to the terms of this agreement.

(Digital Signature)

on _____
(Today's Date)

A.4 Informed Consent Forms (Signed)

AVAILABLE BY REQUEST

Appendix B: Transcription Conventions

TRANSCRIPTION SYMBOL	MEANING
AB:	Speaker Identification
CD:	
[ah], [eh], [ehm], [mm], [um], [uh]	Fillers: General
[mhm], [unh]	Fillers: Signal Affirmation
[oh]	Filler: Signal Surprise
@, @@, @@@, @@@@	Laugh, Laughter
<i>encens</i>	Foreign Word
[???	Unintelligible/Unknown Word
[???	Unintelligible/Unknown Word in a Foreign Language
(context)	Contextual information for the reader, if needed
word, word	Comma used to avoid confusion (e.g. in lists)
bold	Indicates added stress

Appendix C:

Transcriptions of Selected Excerpts from Interviews with ELF Users

Appendix C.1: Titouan Poulin (Interview Transcript – Partial)

Duration of Interview: <00.43.05>

C.1.1

- SM: before I begin is there anything you'd like to say?
when I tell you I'm writing about English
what do you think of?
- TP: [ah] well
I totally understand
so many people speak English
without being an English native a native speaker
it's a big topic really a lot to say
I apologize for my strong French accent
- SM: @@ that's okay

C.1.2

- SM: so I can [ah] assume you are French then?
- TP: @@@ yes obviously I am French
- SM: where are you from in France?
- TP: from Lyons in the southeast
- SM: and where do you live now?
- TP: I'm living in Hanoi in Vietnam
- SM: before you moved to Hanoi did you live anywhere else?
- TP: [ehm] in France
and before that
I stayed for 10 months in Australia
- SM: in Australia?
- TP: so definitely in Australia you used English
- TP: @@ definitely

C.1.3

- SM: did you study English in France?
- TP: well yeah
in school
it was not like
I learned more in Australia in one year than I learned in six or seven years at school
- SM: yeah
this is very common
I think having experience in the place is very important
did you live anywhere other than Lyons in France?
- TP: no
only in Lyons

C.1.4

- SM: have you also traveled?
- TP: oh
yeah
Polynesia Italy Ireland Spain Thailand
that's it I think
- SM: and [uh]
what would you say is the biggest difference between places?
not necessarily about the language
but about people
- TP: Vietnam
Vietnam is a big different place
with the culture a big big difference
Australia or Europe is not that big difference
- SM: right
can you describe

TP: how is Vietnam different?
 so much more busy in the streets
 like every area outside from
 like [uh] from in the streets
 they always have outside the shops some coffee [ah]
 just going from one point to another
 it is easy to speak to neighbor to have a just have a tea
 all is occupied by people who take the time to stay and be in the same space with each other

SM: so life really happens outside?
 if I had to describe
 you know I grew up in the United States
 we spent a lot of time in our houses

TP: also in France

SM: so Vietnam is more
 outside [uh]
 more vibrant?
 would you say it's more social?

TP: I think so
 all the people in the street
 they don't know each other
 but they find it easy to talk about about nothing

SM: I think this doesn't happen very often in France

TP: @@@ no
 not @@ anymore

SM: not anymore?

TP: like 50 years ago
 maybe it was like that
 from what I heard from my grandparents
 but now
 [gesturing blinders] we focus
 we go to work or go to school
 just go on your way
 don't talk to the one near you in the subway or on the road

SM: right
 everybody is in their own world

TP: yeah
 headphones
 music loud

SM: you're right absolutely

C.1.5

SM: how long have you been in Vietnam?
 TP: I been more than ??? year now
 SM: more than a year or more than four years?
 TP: [gesturing showing 4 fingers] four years
 SM: that's a long time
 TP: ah it's okay
 time goes fast

C.1.6

SM: are you studying Vietnamese?
 TP: I learn it
 not at school
 I just learn it like with my colleague my friend

SM: just from experience?

TP: just from yeah
 just from experience
 small notebook
 and what is that?
 how do you say that?

SM: and using it a lot a lot
so you can handle
for example
ordering food in a restaurant?
or
TP: oh yeah
I can have conversation
I'm not firm
but I'm
average
SM: that's great
I've never tried to learn Vietnamese
but it seems difficult
TP: I would say if you're not being in Vietnam it's impossible
but here in Vietnam it's easy
much more easier
SM: sure

C.1.7

SM: have you studied any other languages?
TP: German for 9 years
but [uh] I didn't use it for 9 years @@ so I almost forget all
SM: and you studied French of course in school
grammar and writing
and all of this
TP: sure sure sure

C.1.8

SM: so Dani {mutual friend} introduced me to you
and she introduced me to some other people as well who all seem to be French
when you're in Vietnam
do you use French or English to communicate?
TP: well for example I live in a shared house
and we have one Canadian girl one English guy
one French boy and one French girl
so basically it's English at home
in the street
[baaa]
I use more English than French I think
SM: alright
and have you noticed any changes in your English?
TP: well I have to say
I think it's improving
[ah] a little bit
at the beginning I wasn't sure [uh]
because when you speak with Vietnamese like
no one know much of the English
you have to use a lower English
like simple words simple sentence
at some point two or three years ago I feel like I lose a little bit my English but
a lot of customers are native English speakers so
it's getting up again

C.1.9

SM: where do you work?
TP: I work in a restaurant
my job is a waiter
SM: ok
so you spend a lot of time talking to people
TP: yes

really a lot
 SM: and most of the tourists are from where?
 TP: a big part from Australia America
 mostly western districts
 so a lot of western people

C.1.10

SM: you said the Vietnamese level of English is a bit lower
 or maybe just a bit different?
 TP: you have some Vietnamese who speak English
 like you can hear American accent very good
 and you have like
 in some cases they're not that good
 because the accent is very different
 like the d you say zed and the vowels
 so the word "tomorrow" sounds like "tumazo"
 it's easier for me to understand the English from French
 the smallest people
 like student still at school who have never lived [ah]
 abroad
 in general the Vietnamese don't speak English so good
 but the younger people are a lot better

C.1.11

SM: why did you move to Vietnam?
 TP: oh
 it was an accident also
 I just came to visit friends
 like I was planning to go to work in Canada
 my friend was here in Vietnam for working also
 and I decide to [ah]
 I had a lot of holiday
 so on the way I said okay
 I would go to Vietnam to see him
 then to Madagascar to see some other friend
 so I made it to Madagascar but then came back to Vietnam
 SM: do you plan to stay there for a long?
 TP: at least four years more I think
 work is good
 life is good
 SM: I have heard
 from friends who have been to Vietnam
 that it is the kind of place that makes you want to stay
 how would you describe your everyday normal life there?
 TP: in school what I love is a lot of play a lot of [???]
 in some place it's very busy
 lots of motorbikes trucks
 [???]
 I don't feel the pollution much even though it is **hot**
 a lot of party good food
 lots of food
 lots of food and drink

C.1.12

SM: aside from work
 your social circle your friends
 most of them are from where?
 TP: [uf] [uf] [uf]
 I would say French England Canada
 some Australian also

SM: so when you are all together do you usually speak English?
or French?

TP: well
if someone in the group doesn't speak French
we @try@ to speak English
but when we are French altogether we have some conversation to the side in French

C.1.13

SM: when you meet a tourist
on the street for example
what is the language you usually speak to them?
if they ask where to go for example?

TP: always English
and sometime French because you can hear it quite quickly

SM: but most people will ask you in English?

TP: well
some French will start in French
even they don't know where you're from
for example [ah]
some people in French don't speak English at all so

SM: but
I think this is less common now
I think especially the younger generation
our age and those in school now
I think everybody is studying English

TP: yes well...
just the basics
we cannot stand to be conversation
but you can know the basic foods drinks ask directions
not speak politics but can ask for information
but the older generation
40 50 year old zero

C.1.14

SM: is this the same in Vietnam?

TP: yes well [ah]
in Vietnam
just after the war
I heard that it was forbidden to learn French or English for twenty years ago
they don't like because the revolution French no English no
this is not fact it is possible
but this is what I hear
I think it's true

SM: [mm] okay

TP: now they are very good English I think
the younger generation speak very good English
because they have a lot of native speaker come here to teach even in public school
even French
one of my staff she is student and she learn French just at school
and she is very good
for someone who has never been abroad...
even her English is quite fine

C.1.15

SM: do you ever have any moments where you misunderstand somebody
or there's some confusion in the conversation because of understanding

TP: oh [ah]
it happens sometimes yes
I don't have example to give you like that
[er] it happens sometime of course

SM: is this usually because of pronunciation?
or is it because of the meaning of words?
or
maybe you are speaking too fast?
or they are?

TP: well...
my staff always say that I speak too fast and they don't know all the words
and some word will be the same like
one mistake they make a lot is between chicken and kitchen

SM: @@@ what?
can you explain?

TP: @@ like
where is the [??] @@
oh it's in the chicken

SM: @@@ ok
that's pretty funny

TP: yeah
it's one of the common ones

SM: but when this happens
you always know that they mean kitchen

TP: oh yeah
already I know that the chicken is the kitchen

SM: is there anything else like that?

TP: [mmmm]
well...
like I told before the tumazo you have to understand
but now it's better because now we mostly speak together in Vietnamese with the staff

SM: when you speak Vietnamese
do you feel like they understand you?

TP: [eh]
people who they know me understand me
but people in the street is one and two
one will understand and one will not because the French accent is [ah]
well it's like that

SM: so there's some confusion but you usually find a way around it

TP: oh yes
because most of the Vietnamese people
when they see you they can see that you are a foreigner
and if you say something
even if you say it in Vietnamese
they already think [boh] I won't understand why I should even bother with the listening
no no no

C.1.16

SM: do you find it's easy to socialize with the local people?

TP: yeah yeah yeah
they are very sociable
as long as you have a beer you are okay
they love to cheers with you even you don't speak the language
and they don't speak English
they still try to cheers

SM: have you made Vietnamese friends now
after four years?

TP: yeah yeah yeah
some [ah]
mostly people I work with or I met in the work situation
sometime from going out but honestly I'm going less out now
I meet less

SM: in your circle then
I imagine with the French you speak French

TP: with the Vietnamese you speak English or Vietnamese?
 well it depends in which Vietnamese sector we are
 I have Vietnamese who speak good French
 who speak good English
 some we always speak in Vietnamese together

SM: so you change
 it depends on the situation

TP: yeah exactly
 sometimes we speak a little bit of English and Vietnamese mixed together

SM: so is there one language you prefer?
 you've said you can use all three
 but do you prefer one?

TP: I wish I spoke better English and Vietnamese
 because at some point you are still limited
 for small nuance
 like when two words are very close there is always some small difference
 that's what I miss from English and Vietnamese
 in English I have a little more
 but in Vietnamese [bof] small

C.1.17

SM: have you studied Vietnamese in a classroom?

TP: for a little while I did about three hours a week with a teacher
 but I had a small vocabulary then
 in Vietnamese you don't have me you I she he
 and then also the person in front of you
 if they are younger then they have a special name
 if it's a girl then she is *chi* but if she's older...
 you have to know how much older because she is either your aunt or your grandmother...

SM: do you find it's difficult to translate this idea to English?

TP: well...
 in English if you say you it's you
 in Vietnamese is more specific

SM: what would you say is your favorite thing about living in Hanoi?

TP: my favorite thing about living in Hanoi
 I don't look too much into favorite things
 I can't say just because of that
 it's more everything together
 I am good at this time in this place
 so [ah] @@
 I'm staying @@

C.1.18

SM: what would you say is the most unique thing about the Vietnamese?

TP: unique about the Vietnamese

SM: or about living in Vietnam?

TP: [ah]
 oh it's
 the atmosphere
 it's very mixed of very old things and new things
 you have people in a big white SUV and others in small bicycles with the Vietnamese hat
 they have different time living together at the same place at the same time
 you have a lot of small old pension[?] in the city
 and you have some big buildings
 new and very nice
 totally different
 but actually it lives together quite well

SM: so
 these things seem like they belong there

TP: well...

belong I don't know
 I am still surprised every time I see a very big building
 but the people with the SUV and the bicycle
 or people with the iPhone 7 and others have 33[?] Nokia
 SM: do you think it's like this living in a different culture
 as an expat?
 do you feel like there's no problem?
 TP: well sometimes
 like the communication
 for me it's not easy to speak the language
 but if you don't speak it sometime it will be frustrating I think
 people are pushing a lot for me to speak Vietnamese
 people come in with families and want me to communicate with them
 and
 I think if you are living in the country
 you should learn the language
 SM: I agree

C.1.19

SM: if you do have a misunderstanding
 if you don't understand them or they don't understand you
 do you try to find another way?
 or do you just ignore it and move on?
 TP: mostly we try to find a different way
 one time or two time
 but after two times
 it's not going down
 we just say [bof] [*gesturing away*]
 nevermind

C.1.20

SM: if you were going to do this again
 move to Hanoi
 would you do anything differently?
 TP: [um]
 actually no
 I don't think so
 I don't have regrets about anything
 if you ask me this question for Australia I would say differently
 @@ but for Vietnam I say no
 it's okay
 SM: what would you have done differently in Australia?
 TP: well in Australia I was much more younger
 so I was more wild party @@
 if I did it again I would find a job
 @@ then party

C.1.21

SM: in terms of language
 did you feel prepared when you arrived there?
 did you feel
 for example
 that your level of English was at the correct level?
 TP: yes
 so my English would be okay
 but then so many people don't speak English so
 @@ English is not enough this time
 SM: so you have to learn some of the local language
 TP: yes some of the basic words
 but these come quite easy

SM: like counting one two three
 sure
 the things you use everyday
 TP: [mm] yeah

C.1.22

SM: when you studied English in France
 who were your teachers?
 were they French?
 TP: yes
 @@ of course
 always a French teacher
 SM: when did you start to study?
 TP: well it's not the same grade in America
 but around 12 or 13
 in France when you are 11 you take a year of English
 and then after this you can choose which language to study

C.1.23

SM: is there anything you felt you missed out on when you first moved to Hanoi?
 or something you couldn't do because you couldn't communicate?
 TP: [oh]
 maybe some people I met at this time
 I was not able to communicate with them
 basically that
 I didn't miss job opportunities but
 just instant moment spent with people were shorter than they could have been

C.1.24

SM: but it wasn't a problem for jobs so the job market is pretty open?
 TP: in Vietnam there is not much choice for job
 or you come from a big company which sends you there
 or you are an English native speaker and you can be an English teacher
 or maybe you can find something else
 for example you are an English teacher
 you can come and there are **plenty** jobs
 SM: are there a lot of teachers?
 TP: yeah @@
 but it's crazy
 every English native speaker you met is an English teacher
 it's not more than that
 I mean
 you have a good salary
 the conditions of work are nice
 if I were an English native I would think about it too
 SM: are there any non-native English teachers?
 TP: I know some French people who teach English
 in Vietnam there is such big demand that they are not looking too much where you are from
 it's sad to say
 but if you are white then it's okay if you are qualified or not qualified
 it's starting to change but
 two or three years ago they didn't care
 you could be a backpacker
 just have to dress a little bit better and it's okay
 SM: so now it's becoming a bit more strict...
 TP: because there are so more and more people coming
 they try to get people with at least a certificate
 I'm not sure what it's called
 SM: do most of the teachers you meet teach children?
 or adults?

or both?

TP: I've met a lot of both
many people teach children
like 13 years or lower
some people teach for big companies where they are starting to train the staff

SM: where are most of these teachers from?

TP: England Australia...
South Africa also

SM: in Prague the dominant variety is British English
this is the most commonly taught...

TP: here there are a lot
but I don't think more than Australians

SM: is any variety of English preferred?

TP: well
and this is not *my* opinion
some people prefer[ah]
American English is less [ah]
@@ of course Scottish English is very hard

SM: @@ alright
last question
you said the Vietnamese are very social

TP: most of them
but some of the older ones
they don't
you know
some old guy doesn't want to be social

SM: @@ sure

C.1.25

SM: how else would you describe the Vietnamese?
if you had to describe them culturally?

TP: [mm]
well [ah]
they are not in a religious way
but more ritualistic
they are always burning some paper in the street
some of them are Buddhist
but for most of them it's the culture of their ancestors
it's not the religion but
so they just burn some paper to send to the gods
and they do this in the street so you cannot miss it
and every shop you go
there is a small altar
[gesturing]

SM: did this surprise you when you first arrived?

TP: well yes...
in the shop you have this big wood [gesturing] like that
with some Buddha statue
and some
[French: *encens*]

SM: incense

TP: yes
incense...
and some vodka @@
pack of beer @@
and some crisps @@
@@ at first I didn't understand

SM: but now this seems normal?

TP: oh yes [gesturing]
@@ of course

SM: @@ okay

C.1.26

SM: do you think knowing English has helped you?
TP: people who are visiting
even knowing a few words is better
because if I didn't speak English at all then you understand anything
SM: and when you've traveled you've used English also...?
TP: [oh] [oh]
sometime [ah]
well no
all the time
everybody speaks a little bit of English somewhere in the world

Appendix C.2: Marius Lémieux (Interview Transcript – Partial)

Duration of Interview: <00.51.40>

C.2.1

SM: is there anything you'd like to mention before we begin about speaking English in Hanoi?

ML: about the fact of speaking English in Hanoi?
I guess the first thing that comes to mind
is that not a lot of people speak English here
compared to other southeast Asian countries
compared to Thailand, Indonesia, Malaysia, Philippines, Singapore
these countries a lot more people speak English everywhere
so yeah that's what be my first impression
and second one would be that there is a lot of English teachers here
so it's probably due to the fact that
they're pretty [??] how well everyone speaks
every Vietnamese people want to learn English
so there's a huge amount of English teachers in Hanoi

C.2.2

SM: when you say all Vietnamese want to learn English,
is there any particular age group that is more enthusiastic about it?

ML: yeah I would say
more younger generations
like
[uhh] older generations like over 40 50
who want their children to speak English
so they don't learn themselves
they want their children to learn
and yeah they are
these younger generations
like 20 years old and younger
they're all really motivated and speak quite well compared to older generations

C.2.3

SM: in general, is English taught in schools?

ML: [uh]
yeah it's...
taught in school
like it's a
like the mainly foreign language taught in school
then they learn
[er] writing
so a lot of people can write well but not really speak much
SM: so there's not so many opportunities to practice conversation and pronunciation
ML: yeah I guess
I never really saw how they teach in a Vietnamese school
but...
yeah...

C.2.4

SM: What's your personal experience with English? You're from France, right?

ML: yeah I'm from France and I
I traveled when I was young
actually I lived for five years in India
and then for four years in South Korea
from [uh] let's see
from around five years old
to fourteen
so....

that's how I learned English
 so when I was five I moved to India
 where most people there speak English
 with foreigners
 and I went to an American international school there
 where I learned English there

SM: so...
 from 5 to 14 is an important age

ML: yeah
 so I speak English at school and at everyday life
 but both my parents are French
 and I have three brothers also
 so we would still speak French at home

SM: did your brothers go to the same school

ML: yes

SM: so when you're talking to your brothers
 without your parents there
 do you speak in French or in English

ML: when I was there
 often we would speak more English
 well it depends on the context
 when we were at home we would speak French together but
 we were pretty close in age
 so when we were outside and hanging out with other foreign people who are non French speakers
 then we would speak English together and with the other people

C.2.5

SM: did you find that as many South Koreans spoke English as they did in India?

ML: [uh] no
 much less people

C.2.6

SM: how were your classes in the American school you attended?
 were there English language lessons, or more normal school?

ML: it was more normal school there
 it was an international school
 both in Korea and India
 so there were a lot of different nationalities in this school
 so in the classes there were
 yeah people from pretty much every country
 with different levels of English
 there were English language classes for people who couldn't speak as well
 but for the general classes it was more normal school

C.2.7

SM: where were your classmates from?

ML: [uh] yeah so there were a lot of nationalities
 mainly from Europe
 so Italy, Germany
 [uh] Spain I guess
 and then from other
 several countries in Asia
 so Japanese, Taiwanese, Korean
 [um] yeah I don't remember much
 in the whole school there were 30 to 40 different nationalities
 there were French people as well

C.2.8

SM: with your friends who were French, did you speak French or English in school?
 ML: in school more English
 sometimes if we were alone French
 but most common language would be English

C.2.9

SM: I had a similar experience growing up.
 why do you think that happens
 that you choose to speak English despite having the same linguistic background?
 ML: [uh] I think it's...
 well for me it was when there were other people who couldn't understand my French language
 it was to make sure everyone could understand
 I think it could be a bit weird at the beginning
 but then everyone gets used to it and it becomes normal
 SM: in what way weird?
 I don't know...
 the fact that
 speaking English to another French person who does know French
 it just feels a bit weird

C.2.10

SM: and when you were 14 you went back to France?
 ML: yeah I went back to France
 so mainly my parents...
 I was there with my parents and family
 they wanted to go back to France so that we could...
 me and my brothers
 could learn French in a better way
 because it ended up where we could speak better English than French
 and ummm yeah
 we often speak French with an English grammar
 so they wanted us to speak a bit more French
 SM: did it work?
 ML: yeah... last 10 years in France
 it was difficult to adapt at first
 but then it was fine

C.2.11

SM: was it difficult to adapt to being back in France because of the language or the culture?
 ML: both, the language, the culture
 and the fact that it was a different environment
 so when I was there in abroad
 everyone else was abroad
 were also people who were living abroad and had traveled
 so when I went back to France it was going back to meet people who
 or most of my classmates
 who never left France
 or even their city or village
 so it was...
 yeah...
 not just the French culture
 but the people were very different

C.2.12

SM: have you ever felt like you have a split personality?
 like you have an English-speaking side
 and (in your case)
 a French-speaking side?

ML: [uh] no
 I have never felt that way
 it was pretty much all together
 often switch
 speaking sentences half in French, half in English
 sometimes I think in English
 sometimes I think in French
 or dream in English and dream in French
 I don't feel any dissociation because of it

C.2.13

SM: why did you move to Vietnam?
 ML: I wanted to travel
 so I was in France for about 10 years
 then I wanted to go abroad
 I didn't want to stay in France
 and I went to Madagascar
 and I lived there for a bit over three years
 after three years living there I wanted to move somewhere else
 I really loved it there
 but it's a really small country
 so I felt like I wanted to see something new
 I was looking for pretty much anywhere outside of places I already knew
 and found an opportunity to come to Vietnam for a job
 and that's why I came here

C.2.14

SM: what would you say is the biggest difference between the places you've lived?
 if you had to single out one thing for each country
 ML: I would say it's the lifestyle of the people
 in general yeah...
 each country has a very different general lifestyle
 in the way most of the people live
 SM: you said Madagascar has a kind of island mentality
 really relaxed
 ML: yeah
 more the island mentality where
 they would work only the amount of hours they needed for have a good life
 they would not over-exert themselves
 they were very often very poor
 not have much to eat
 still be pretty cheerful
 always with a big smile and very friendly to one another
 so it was pretty different contrast from Vietnam where [uh]
 the people are very
 work almost as much as you can
 every minute of the day
 so if you can work more
 if it will benefit you or your family
 so... do it
 and then both countries were pretty similar where
 most people lived in the streets
 whether the people were poor or or or or wealthy
 it was just a fact
 they didn't have much in their house
 so they would spend more time doing stuff together in the streets
 which is also a very different lifestyle from
 most European or most western countries where people stay at home
 and go outside for doing specific things

they don't really do too much
there's not [ah]
that much going on in the streets everywhere

C.2.15

SM: how about in South Korea?
ML: [uh] yeah
in Korea
for me it's pretty similar to Vietnam
in terms of the lifestyle and how the people were
[um] yeah pretty straightforward and hardworking
and a lot in the streets

C.2.16

SM: how long have you been in Hanoi?
ML: [um] now...
almost two years

C.2.17

SM: are you learning Vietnamese?
ML: yeah a little bit
I have a teacher
with who I do one hour per week
SM: it seems like a difficult language
ML: yeah actually like the grammar and everything is pretty simple
but the intonation and the tones
and the pronunciation
is really hard
with the same words always have 6-10 different meanings based on the pronunciation
so this is actually what makes it really hard

C.2.18

SM: have you ever had difficulty communicating with someone
because they don't have enough words
or they can't get their idea across?
ML: [um] yeah
pretty much everyday at work here
so yeah I mainly work with Vietnamese people
and everything is in English
so some of them have a quite good English
but most of them yeah can just speak a little bit
but yeah don't really have the words
or struggle a lot
so I become pretty good at understanding what they're saying
even if what they're saying
they're saying only half the words they should be saying
or saying some words wrong or things like that
yeah I always try to guide them to
what they're doing
and there's always a lot of hand gestures and
drawings sketches and things
and also
I work in IT
so it's very often not just basic conversation
that has a lot technical terms
or about pretty complex situations
and it's harder to explain to them all
yeah drawings and sketches

C.2.19

- SM: are most of your colleagues Vietnamese?
 ML: yeah we have the most
 in my company we're about 400 people
 and almost everyone is Vietnamese
 and there's about
 yeah I would say around 10 foreigners
 so out of the ten there's two other French people with me one Italian
 one
 two from the UK
 and one I think is from South America
 and two Americans

C.2.20

- SM: do you notice any differences in the way you're able to communicate
 with your Swiss and Italian colleagues
 and your Vietnamese colleagues?
 ML: [uh] well...
 most of them have a better level of English
 that's easier to communicate in general
 but [um] yeah
 but there's also
 culturally they're closer to me in several ways
 so there's some
 a lot of things that that maybe go wrong
 if I talk to my Vietnamese colleagues about it
 or they feel offended
 maybe they don't understand fully what I'm saying
 or don't understand when if there's a joke or something behind
 all these simple things make together some kind of different
 I think that the biggest thing though is the language barrier
 some of the Vietnamese people
 who have a better level of English
 there's less of a difference

C.2.21

- SM: when you say your European colleagues' culture is closer to yours
 what do you mean exactly?
 ML: so in [uh]
 so most of the Vietnamese people are maybe
 [uh] shy
 and also have [ah]
 a very strong respect for hierarchy
 just the fact that
 that a person being your boss or
 [??] they will act a very different way
 they are very respecting of times
 and never make something offending
 where like for ...
 that is
 more French people or rather
 European countries
 even if there's still some kind of respect
 it doesn't stop people from joking around or being more straightforward
 the difference is much less marked than for Vietnamese people
 so in a work
 we can see that a lot
 SM: and I understand that Vietnamese has a hierarchy system in the language
 that affects what you call each person
 ML: yes

there are relation and the age the generation
 so it's always calling someone yeah
 younger brother or sister older brother sister
 or aunt
 if they're one generation over grandma grandpa
 so directly it's marked
 the term whatever term you're using
 and they're using toward you
 means a lot and affects how
 they talk with you and interact with you

C.2.22

SM: do you find that the Vietnamese try to insert this idea of social hierarchy into English?

ML: no, not really
 I think it doesn't really translate
 and [um] yeah in English they don't
 maybe some of them at the beginning but then
 when they start talking with us for a while and then they
 it kind of goes away
 there is a
 yeah two guys
 it's mainly for people whose English level is very low
 they use a lot of mister someone or misses someone
 or like
 where you would just say the name as colleagues
 so they're the same level but they feel like
 they have to say something to not just say the name
 so we see that
 but then it goes away and they talk normal

SM: but French, like Czech
 in most European languages when you first meet somebody
 you should use the formal you

ML: yeah

SM: but this doesn't exist in English, so

ML: there's a lot of calling people ma'am and lady
 because they don't know how to express that they are trying to be formal
 yeah

because there's umm

I have some friends

she's French

but from Vietnamese origin

both her parents are Vietnamese but she was born in France

she can speak Vietnamese but never lived in Vietnam

she was living in France for a long

for a long time

I met them in Madagascar and now they're living in Cambodia

they came to visit this year

and she speaks really perfect Vietnamese

when she speaks to the Vietnamese people here

everyone would understand her

so her Vietnamese was really good

but then when

you would call someone

for example like a waiter someone like that

here Vietnamese will call them directly based on their age compared to yours

so if there's someone younger

or the same age

they would say younger brother or older brother

and this girl

when she heard me call them like that

she thought it was maybe [um]
 not respectful
 because she was associating it the other way around
 where in France you have the you which is formal first
 and then if you know them you use the informal way
 so she
 for her in her mind
 she would do that in Vietnamese as well
 with this categorization of people
 calling people first like
 even a higher name like
 older brother or older sister even if she knows you're younger
 because you don't know them
 so she was doing the opposite
 which is actually
 I don't know if before in Vietnamese they did that but for now
 what I can see is no one really does that and
 [uh] it would feel strange if they did that

C.2.23

- SM: so you have to be aware of their specific age.
 how do you know if someone is older or not?
- ML: [uh] yeah you can assume
 very often they actually ask each other
 like
 @@ how old are you
 like first question they ask @@
 so it's very common
 so that they know and then they can say it
 or if one person calls another one
 [uh] so the pronoun that you use
 qualifies [um]
 replaces the me or you
 so when they speak if they say I want to do this
 and if you use the wrong name to someone
 so you say me the older brother wants to do this
 and the other person knows that they are actually older than you
 they will say
 you the younger brother will have that
 so they answer without saying anything wrong
 but they'll change how they call you
 to make you understand no but I know that you are younger than me or
 or I'm pretty sure that you're older so you probably underestimated my age or overestimated my age
- SM: so it's better to be precise than
 as we would do in Europe
 just go for the older address just in case
- ML: yeah I guess
 but then you still never know
 because some people might be offended that you call them older
 so if you give them a generation older than you
 if they are actually just a few years older they might also not take it really well
 it's really weird
 for me I'm a foreigner
 so there's not really any problem
 they excuse me
 but I think for Vietnamese people they very often ask [uh]
 like
 in the very beginning

C.2.24

SM: is there anything else that you're excused for as a foreigner
that's okay for you, but not okay for them?

ML: well it...
I guess for pronunciation mistakes
when they can still understand what you're saying
but it's not right
that's some of the things
even though most of the time they just won't understand

C.2.25

SM: how would you describe French culture, compared to Vietnamese?

ML: I would say
yeah one of the things that French culture also a lot of people are not a lot outside
so mainly yeah at home in restaurants or bars
always moving from one place to another
never ...
with a fixed target
never really just hanging around in the street just to see each other
[uh] another big difference
in the French culture for most people
they will say directly if they don't like something
or complain to whoever it is
their boss their coworker
or if something not working they just fix it without asking for permission or anything like that
the Vietnamese culture is much more for respect
they would not do anything if it's not their job to do it
they authorization
so they always make sure to first get the authorization or
ever say anything bad about their superior
or if there are bad things
so that would be a really big difference
then also French people are more
[um] individualists
so it's maybe also the fact that they
they're thinking more about their own lives or fixing things in their own house where
Vietnamese people are much more about community
always helping each other out
these would be the main differences

C.2.26

SM: how do you think the Vietnamese perceive you as a foreigner?

ML: How do you think they would describe you?
uhhh @@ I'm not sure
@@ well I
I think they're not very open to foreigners in general
especially when it comes to work because then
there's always a situation when they might think [uh]
this person maybe gets a higher salary because he's a foreigner
or he's going to be a foreigner
or he's here just because he's a foreigner
so there's always this first impression in work environments
especially in the places where I work
so they're pretty tough at the beginning
and really want you to prove yourself before they actually accept you
so they don't take you for granted and open their arms
if you're going to come in and shoot their world
then once they see [uh]
also the differences
then they start respecting you more I guess

they think [um]
 maybe you are good
 and maybe you can do that
 because you are a foreigner
 it helps you in English talk to [uh]
 maybe customers and stuff like that
 then they realize that it's differences but for the good
 and you can work together
 otherwise [ah]
 yeah I don't know
 they could also think I'm a little bit respectful
 because I don't follow always this hierarchy system
 where I can not say more openly what I think [uh]
 not hide maybe as much
 or sometimes
 some of these things they feel like it's maybe okay
 but they would not do it themselves because it would be weird for them
 but they don't think it's necessarily something bad [uh]
 it depends of course what it is
 but a lot of things they would maybe
 yeah be too shy
 or feel weird about doing it
 but seeing other people
 [eh] say things or do things like that are okay
 because it's a foreigner

C.2.27

- SM: is that also true for the younger generations?
 I've noticed younger generations tend to be more open
 at least in Europe.
- ML: yeah I think it is
 can feel a pretty big difference
 there's also a difference between the north of Vietnam and the south of Vietnam
 in Hanoi there's
 where there's lots of government and the conservative parties
 and the really big old family families
 that want to keep things the same
 [uh] and south of Vietnam is
 really more open
 and more westernized and who
 the people live in the south
 Vietnamese people are more and more westernized
 [uh] and open

C.2.28

- SM: where are your friends from?
 what is the make-up of your social circle?
- ML: I'm not sure
 a bit more foreigners than Vietnamese people
 but the difference is not that big
 yeah
 [uh] so yeah
 like a lot of people from work
 either Vietnamese or foreigners
 and I do a lot of sports
 like I play soccer also with Vietnamese people and foreigners

C.2.29

- SM: imagine a situation where you're out to dinner with some friends and
 it's a mixed group.

What language does everyone use?
 ML: everyone uses English in general
 there are some [uh]
 there are some Vietnamese people who really don't speak well English
 and then there will also be Vietnamese conversations
 but in general they will still speak more English

C.2.30

SM: I spoke to a Japanese girl who lives in Berlin
 and she said the opposite
 she said that in her experience
 the German people insist that everybody speak German
 and if people don't understand @@
 they just continue
 ML: yeah I think the French mentality is probably closer to that
 French people don't like speaking other languages
 so even if there are only three French people they will speak French to each other [uh]
 even everyone else speaks English

C.2.31

SM: do you think this might have anything to do with what you said before
 that European culture is a bit more individualistic?
 ML: I'm not sure if it's [uh]
 more European culture
 because as we can see it depends on the countries
 so most of the countries like
 the Netherlands Spain [uh]
 even Germany
 or the people I've seen abroad
 have no problem speaking English
 and mix communities and mix everyone with everyone
 but yeah [uh]
 the French in general I can see
 often are one of the European countries that have struggled the most in English
 and maybe it's also a result of why they don't like speaking English
 because they have to make an effort to [ah]
 to speak English

C.2.32

SM: you've lived in a lot of places in very international settings
 do you feel like this is some kind of 3rd culture
 or is it just a mix of everything?
 ML: I'm not sure
 how to categorize that
 I would say it's a lot of different mixes based on
 [uh] the different groups of people
 and maybe yeah
 some people do [uh]
 act differently when they're amongst people from their country
 and then people from other countries
 or if it's an Italian and a German they will have a [mm]
 some similarities in their culture and some differences
 and if an Italian and a Vietnamese they're also going to have some differences
 they're also very different from the other combination
 I think it's more of a
 many mixes
 where everyone adapts to how they can adapt and [uh]
 and then it's
 also depends a lot if it's
 people interacting with each other that [uh]

have been traveling
 or been adapting themselves to different cultures and countries
 or if it's some people traveling and moving to some country
 and then people who are the locals of that country interacting with foreigners
 these people who are local in their country didn't necessarily travel to other countries
 I would say a lot of very different mixes [um]
 depending on the situations and the people involved

C.2.33

- SM: If you had to give some advice to a French person who's spent their entire life in France
 and is planning to move to Vietnam
 what would you warn them about?
- ML: [uh] one of the first things that I try to warn people about
 when they say they want to come live here
 or when they don't really know anything about Asia is [ah]
 maybe how crowded it is everywhere
 so there's not really any space
 the streets are always packed
 the buildings are all one on top of another
 everything [uh]
 [uh] yeah so
 you don't really have that much of a personal area like you have in most European countries
 [uh] the other thing would be if someone has never moved or traveled
 that it's a different country with a different culture
 and not your country and your culture
 so as someone who's moving into that country
 the first thing is to try to
 watch and see what's happening and respect
 yeah everyone and everything
 there's a lot of people for example who just arrived in a new country and maybe moved before and
 maybe didn't move before and they're very [um]
 unhappy when someone gives them a higher price because they're a foreigner
 or treat them as a different thing
 but for me it's also part of the adaptation
 that if anyway you don't know what the price should be then it's [mm]
 okay for you to pay more if you're only here for a week or so
 if you stay there long enough to actually know the price
 then [uh]
 this won't happen anymore
 but then [uh]
 now is the time to say oh I know the real price
 so it's just not to not to rush
 [ah] and bring their ideas
 but take the time to see what's happening and learn from everyone and then when you know
 how it works in this country
 then you can actually [um]
 yeah make your own idea
 sometimes it take more or less time like
 it's like okay I want to pay a normal price I've already been here for 6 months or a year
 but yeah [um]
 at the beginning it happens everywhere in any country you're going to
 it's part of the game
 and you're a foreigner so you have to
 you have to go through it

Appendix C.3: Valeria Zmoleková (Interview Transcript – Partial)

C.3.1

- SM: I understand you're living in Seoul
how long have you been there?
- VZ: I've been here since August
but I have been here already before for two months
so
so far is
- SM: almost a year then
- VZ: it's like...
8 month together?
during the whole [??] time

C.3.2

- SM: why did you decide to go to South Korea?
- VZ: I actually started to become interested in Asian culture long time ago
like high school
but I was learning more about Japanese culture and like anime and everything
I loved all of that
so I started to learn Japanese
and then from Japanese I moved to Korea because a lot of movies that I like
like horror movies
are Korean as well
so I started to listen to Korean music and I was like
that's interesting
and I found out that Korea has the working holiday visa but Japan doesn't so
it was way easier to go to Korea

C.3.3

- SM: so originally you wanted to go to Japan
but it was easier to go to Korea
are you happy with your choice?
or would you prefer to be in Japan?
- VZ: I'm very happy with my choice because
Korea is more my style
I love
I love fashion and
@@ I'm girl who needs my computer and my phone
and Korea is way better with internet
internet is everywhere
it's pretty affordable
it's one of the
I think it's the most
like it's the best internet in the world like
the fastest one is in Korea
they have internet in the subways and everything so that's pretty nice
and also they have really cheap really nice fashion
they copy a lot of really famous designers but @@
that's what I like because it's cheap and it still looks the same @@

C.3.4

- SM: how would you describe Seoul?
- VZ: I would say
I would say it has really like
it is really particular divided like
for example Praha is not like that I think
Seoul

it's like quarters and it's like
 parts of Seoul are very very different from each other
 even with prices and everything I think
 in Praha
 like if you go to
 maybe Wenceslaus Square and Old Town Square
 yes
 maybe things will be more expensive
 but rest of Praha would be the same
 but so it's not like that
 so has like
 really like if you go ten minutes further
 you gonna get cheaper food generally so it's kind of more
 you know there is like a quarter that's more for like students
 then there is a quarter that is for like people who are really really rich
 like I said it's very
 I think it's very different in that sense

C.3.5

- SM: when did you start studying English?
 VZ: well
 I was at my primary school 4th year
 so that's like 6, 7, 8
 around 9, 10 years old
 SM: yeah
 okay so let's say younger than 10?
 VZ: [mhm]
 SM: did you like studying it in school?
 VZ: no
 because our professors were really bad well
 teachers at that time right?
 not professors
 @@ that's university talk @@
 but our teachers were really bad in English actually
 after I started learning English privately
 like in a private English school
 [[uh]] my teacher didn't like me @@ because I knew English better than her
 so that's kind of how it went
 I guess it was really like
 our teacher was like few lessons ahead of us
 you know what I mean?
 SM: yeah yeah definitely
 I've heard that complaint from a lot of people
 but I think it's getting better now
 VZ: yeah for sure
 SM: even in primary school I think there's just more
 let's say more advanced knowledge on the teacher's part
 VZ: yeah
 when I was a kid it was mostly like starting
 you know
 because it was like after communism and everything
 it's took few years that we even could learn English you know?
 our parents could never learn English so
 it was kind of like
 one you are
 one of the first kids who learned English
 so like
 early

C.3.6

SM: was there anything else about the teacher you didn't like?
 VZ: yeah
 yeah I think I think the whole
 you know from my
 my high school is a private high school
 my university was American
 so I can't compare whole Czech system but in my
 in my primary school I think the biggest problem in Czech schooling is that they focus on memorizing
 and learning language by memorizing just doesn't happen you
 you're gonna be really good at reading and at understanding
 but you're not gonna be able to say a word you
 you're not going to be able to say "my name is"

SM: sure yeah
 it's not helpful when you actually need to use the language

VZ: yeah
 yeah yeah yeah
 I think from what I heard about Korea is very similar their school structure
 only from what I heard because I've never studied in Korea
 but I heard that the memorizing
 the memorizing aspect is very similar in our cultures
 like in Czech and Korean culture
 like very focused on like memorizing
 memorizing everything
 even like
 we are learning words
 memorizing words and everything
 but pronunciation, no
 speaking, no
 like thinking about what you're saying no way
 just memorizing

C.3.7

SM: do you speak Korean?
 VZ: no I speak very little but it's the thing like
 @@ because I have learned it by myself I have just
 memorized some things so I understand a little
 but I can't say anything
 I can say few basic sentences unique in the culture
 you know?
 I bet you know when you came to Prague like
 thing like "please can I have one beer" things like that
 I know that in Korean but I can't have a conversation or anything

SM: yeah
 so you can handle restaurants
 and the shop and
 you know
 the basics?

VZ: yeah
 like basic few sentences I can do
 and words for food are the thing that I learned the quickest @@

SM: @@ me too
 me too
 @@ you have to be able to read the menu

C.3.8

SM: what are you doing in Seoul?
 are you working or studying?

VZ: I am actually working
 I am working in [um]
 like a sandwich shop

it's kind of something between a cafe and like a fast food chain but it's
 but it's just
 yeah it's just like
 it's one private owner of this thing
 and it
 it really reminds me of something like
 subway style ok you know and you
 you order a sandwich and you can pick what you want inside but you can't like
 pick it by seeing it
 as in subway
 but it's just like we
 we make sandwiches
 that's it my friend recommended it to me so I'm working there
 I was looking for some [um]
 more my major
 kind of job
 so like psychology
 even teaching and things like that but
 I can't teach English
 because I'm not an English native speaker
 that makes sense @@

SM: well

you can
 but maybe it's harder?

VZ: yeah

I mean in Korea you can't
 because you have the special
 special visa
 you have to have like a English speaking country passport to get that visa

SM: really?

I didn't know that

VZ: [mhm]

I mean I could do some private tutoring I think
 that's not like
 against the law but it's not actually like
 that legal either because I'm not
 I'm like earning money but I'm not giving
 like
 taxes and anything to anybody
 so that's kind of weird so
 so [um]
 so mostly I'm
 I'm working online as a freelancer
 I translate English-Czech
 Czech-English
 and so far I'm doing just here
 I'm doing just the sandwiches
 and looking for something else to do

C.3.9

SM: so you have to get a specific visa to work there?

VZ: yeah the visa is not hard to get to get to Korea
 but there are many specific visas that you can get
 especially for like
 for people from
 who are from English speaking countries
 it's super easy and the money are really nice like compared to what I earn it's
 it's
 you know
 a lot of English teacher

they like teach a school they teach a lots they have a lot of hours because
 like Korea is hardworking
 so you have a lot of hours but you get
 you usually get a flat and you get like two and a half thousand dollars per month I think
 so that's like
 yeah
 that's like triple of what I could get even if I worked full-time @@ in my
 in my place
 and I work part time only
 so @@

C.3.10

- SM: how would you describe the people in Seoul compared to Prague?
 VZ: [mm] @
 SM: can you compare the people @@?
 VZ: I mean
 you know
 I'm a psychologist so for me
 like putting people into boxes is the scariest but I
 we always do generalizations like I have so many things that I'm like yes
 this is different
 and this is how it is and this is how it is
 so you know mainly I think [um]
 I felt slightly warmer in Korea surprisingly you know I
 I yes I'm in Korea mostly like
 [um]
 university parts of Seoul
 so there are a lot of young students
 a lot of young people and they just love fun
 love partying
 love drinking
 so it's
 it's a lot of fun and of course they are welcoming and
 when you're a foreigner
 you are kind of like
 you have this foreigner card @@
 that is like "yes, oh, foreigner, you know so interesting and I wanna speak with foreigner because they
 are so different", and things like that
 so that's kind of
 you know in Prague I don't see that
 a lot of people sometimes even avoid speaking to foreigners
 because they are not confident in their English and they don't care
 SM: yep I can say that is 100% true @@
 VZ: yeah
 in Czech Republic people just don't care about others that much
 in Korea
 I think Koreans are fascinating
 fascinated by other cultures
 especially like American pop music
 American rappers
 oh my god
 all the young people who love black rappers
 I just can't @@
 I just even can't e-even
 in the popular music they are just like
 "oh my god black guys, can I call them nigga?"
 I'm like "no, no you can't! @@ you can't call them that please no! @@ okay! @@ that's not okay @@"
 I think
 they're
 they are like you know this

this like children's honest curiosity?
 I think that how a lot of Korean people
 like what they remind me of like
 you know children are very honest?
 very curious
 and have no boundaries
 and they ask me about everything
 and they are curious about everything (inaudible)
 VZ: yeah, they don't see like bias
 they don't see racism and things like that
 kids
 they don't think about it that way but
 that's how a lot of Korean people I met are
 they don't-
 it's
 it's like they are blind to anything like racism
 xenophobia
 homophobia
 things like that
 like it seem like they have no idea about what the concepts really mean
 SM: [mhm] that's good
 VZ: because most
 most of most of Koreans are Asians
 like all of them look the same
 you know
 in a way like
 all of them are
 in Praha there are so many different people compared to Seoul
 yes there are parts when they live all they are foreigners
 like in Taiwan
 it's mostly foreign city but other than that
 in Korea
 there are so few foreigners and the foreign looking people so
 SM: so
 anytime they see a foreigner it's something exciting
 VZ: yeah it's exciting
 it's exciting and they are curious
 I think
 about a lot of things

C.3.11

SM: are you living in a very international area
 or are most of the locals Korean?
 VZ: I
 I think it's half-half
 I live in Munjeong
 that is called [??]
 and Hongdae is very famous for being like a student
 part
 like a little student city
 and there a lot of foreign students as well
 so I would say
 I would say [uh]
 the Munjeong where I stay now
 it's mostly Korean parts but
 but I spend a lot of time next to it
 it's Hongdae
 it's like twenty minute walk
 and there
 there are a lot of foreigners there as well

even like
the famous foreign YouTubers who live in Korea
like some of them live there because it's the party city
SM: okay I see
I see
so it's the
it's the young
hip
modern area
VZ: yes yes yes

C.3.12

SM: Koreans
in my experience
seem to be the most outgoing
if I compare them with Japanese and Chinese people that I know
do you agree?
VZ: yes
that's true
yeah
that's what I think
like I have friend who spent some time in Japan
and she told me that she thinks the same
more people would approach you randomly in Korea than they would approach you in Japan
from what I heard
so

C.3.13

SM: is Korean culture hierarchical the way that Japanese and Vietnamese culture is?
VZ: same in Korea
SM: same? [uh] h[uh]
VZ: age is so important even among friends
few years difference could
few years difference could be wayyyyy more difficult to
like
[um] get closer with people
SM: I see and does this come out in the language?
VZ: it does
because they also have the polite forms as Czech people do
as Japanese people do
they have the polite versions of the language
SM: right
VZ: so
so yeah
so
so it comes
you have to be polite to person who is older even he
if he's
like
your you know
is he's you know like your
I don't know
friend
or like like
for example even in the
like
popular mu- popular groups
the guys have to be polite to each other
even though they are in the same group
because somebody's three years older than the other

SM: [mhm]
 wow so
 that's interesting
 so you kinda have to always know how old somebody is

VZ: that's the second thing that they ask you after your name usually
 how old you are
 that's very different these are two-
 they are two very different questions that I got asked in Korea very quickly
 first is my age
 and the second is where I live okay?
 if this look like in Praha somebody would come to you and tell you "where do you live?"
 and you'd be like "what the fuck?" @@

SM: yeah exactly @@

VZ: yeah
 so in Korea they ask you where you live very often

SM: ok
 so
 to get an idea of what your lifestyle is like

VZ: yes
 probably also
 like how far
 how far you you you know
 you live
 so if you gonna be friends
 if you gonna meet up often
 and things like that

C.3.14

SM: in my experience
 Czechs are very difficult to befriend
 it's almost as if you have to convince them that you're friends

VZ: a lot of people are distant in Czech Republic
 and it takes time

SM: are Koreans similar in this way?

VZ: I would actually say Korea
 in a way
 seems
 almost an opposite for what Czech Republic is
 I think making friends is very easy
 but making real friends is really hard

SM: yeah I understand

VZ: you know
 in Czech
 yeah
 in Czech Republic for me
 it's took time making friends in general
 but then again they're real friends in Korea
 people
 yeah in Korea
 people make a lot of like
 casual friends
 they are really friendly and really great with each other
 but they have such a
 like a
 very [um]
 very kind of [uh]
 weather conversation
 you know?
 "what's the weather like" conversation
 that's the-

SM: so it's a bit superficial
VZ: yeah that's what I think

C.3.15

SM: your friends in Korea are Korean
or international
or a mix of both?
VZ: both I have Korean friends
I have international friends
I would say it's 50/50

C.3.16

SM: and do you talk to everyone in English?
VZ: [mm] mostly
yeah I have [uh]hh
I have a roommate who's Czech
so we speak Czech to each other yeah
to some
to some Korean friends
like sometimes I use few words that are Korean because it's easier
even with my Czech friends
@@ sometimes we
we sp-
we use Korean words
because we are in Korea and it's harder to think about it in our languages
SM: sure
sure
VZ: but I usually speak English
like I would say 99% of time

C.3.17

SM: and do you ever mix groups?
like international with local?
VZ: yeah
I would say
yeah I would say
say it's usually like that
SM: so
imagine you're in a situation...
let's say you're having dinner with a mixed group of Koreans,
Czechs
and other international people
how do you communicate with everyone?
is it easy?
VZ: you know I think
[um]
the thing is with a lot of Koreans is that their English is not that great
SM: [hm]...okay
VZ: you know it's just
SM: so you said they're very good at reading and writing
but not necessarily...
VZ: yeah
they are very similar
they have very similar learning styles to Czech Republic
at least how Czech Republic used to be
how I remember them teaching us
I think Koreans have that still
like they're
sometimes they're really like afraid to speak English
because they know that it's not great

because they know that their pronunciation is not great
and it's really hard for them to put sentences together
well

SM: right

VZ: so it's kind of like
they may be way more shy in English
than they would be in their own language actually
one person like specifically told me that he told me
like "I am way shy in English"

SM: than in your native language?

VZ: than in Korea

SM: I mean
I think that maybe is true for everyone @@ you know
because you have to
you have to think really hard about what you're saying

VZ: yeah you have to really think hard @@
if it's not your native language you always have to think harder @@

C.3.18

SM: you mentioned you studied Japanese
did you study any other languages at school?

VZ: yes
French
German

SM: okay
so you have
you have some good experience with like other ways of communicating as well

VZ: yeah I love languages
I'm just too lazy to learn them properly

C.3.19

SM: when you first arrived in Seoul
did you find it easy to communicate with people?
in other words
is it getting easier to communicate with people?

VZ: [uh]
yeah actually thanks to me studying
[uh]hh
like an international university
you know
I'm from New York University in Prague
I don't know if you know it
so it's in
it's multicultural I would say
and there are a lot of people from Czech Republic
Slovakia
Russia
who have pretty strong accents so
and I
I learned my English in England
for a few months
and there were a lot of people from Azerbaijan
and everywhere
so
and my parents also work in international companies
so I traveled with them
translated with them
so

differences in pronunciation in English
 like accents and things like that
 I have a really
 like
 not that much difficulty getting into it so
 for me it was like
 a little
 a little bit similar to Japanese
 so I kind of slightly knew
 because my
 my teacher in Czech Republic was Japanese
 so I kind of know the Japanese pronunciation in English
 so Korean is slightly similar so that was easier

SM: sure

okay
 that's good

VZ: but I think more,

I think harder is for me to know how

[um]

what level of English that I used with the person

I was laughing with my friend that my English is deteriorating in Korea

because @@

because I have to

like

[um] lower my language to basics

and very short sentences

and very few words

@@

for some people to understand

C.3.20

SM: what do you do when you realize that someone doesn't understand you?

do you repeat yourself?

or just move on?

VZ: it depends

it depends

[um]

like what are we talking about?

sometimes we mix languages

like [[uh]]

I met a group of Japanese people studying Korean in Korea

so when I was sitting with them

my friend took me there

whose English is really like university level

and he took me

and he was just like

"it's my friends, bu let-let's join us

but most of them don't speak English"

so they were mostly speaking Japanese to each other

and I

I was like

I understand

I was very surprised because I have never been into

like

group of Japanese friends

you know I have spent time with my teacher

but in Czech Republic

there are not many Japanese people

SM: right

VZ: so I was just like "I understand everything"
 but then I was like
 "but I can't communicate with them
 it sucks"
 I was trying
 so we ended up speaking Korean
 Japanese
 English

SM: so
 some crazy mix of the three that's funny

VZ: litera-- you know literally
 like because she already had some
 like
 Korean words in her Japanese
 so it was kind of funny
 I was just like
 "yes, I have them too so!"
 so we were laughing with each other
 and trying to communicate with each other in two languages
 it was so fun
 so sometimes when Korean people don't understand
 I try my Korean to see
 like if I can explain it in Korean
 I would try
 but I mean if I can't
 and the person doesn't understand that
 it's really like
 it depends on the situation
 on the context
 if it's important to convey the message or not
 sometimes I would
 I would give up
 because I know that it's
 it's no use
 because the message I want to send is really complicated

SM: [uh]
 and we have other ways we can communicate too
 so you could like [uh]
 say it with gestures
 you could use your hands a lot
 you could- [uh], draw a picture or something
 but
 you know

VZ: sometimes we go to google translate it's a very good helper @@

SM: yeah @@

VZ: to get the gist of it to get the gist of it

SM: yes
 our good friend google @@

VZ: yeah @@
 we call him uncle google

SM: uncle google?
 nice @@

VZ: uncle google

C.3.21

SM: do you feel like the fact that you primarily communicate with people in English has somehow
 affected your social life?

VZ: [hm] I think
 I think by
 by communicating with people in

not your native language
 and especially with peo-people who are not native language of that language either
 non-native people of English
 so if I communicate in English with someone who
 who doesn't
 like who wasn't born in English speaking country
 for example I think already
 mm
 it kind of narrows down the
 like the pool of people
 so it's kind of different
 different group of people
 it's like a different sample
 it's not a regular
 like
 I can meet anybody
 kind of thing
 you know?
 there is al-
 there is already –
 there is already co- some kind of like similar experience that we share
 so that makes us kind of a group

SM: I see
 yeah and you have more in common maybe

VZ: yeah
 so I think it's slightly easier to
 [um]
 like to communicate and get to know each other at the beginning
 because we both have something similar
 like how do you-
 how do you know English?
 like
 where have you been, you know?
 and things like that

C.3.22

SM: as a psychologist
 what do you feel the biggest difference is between native English speakers
 European English speakers
 and Asian English speakers?

VZ: I would say
 I would say that I do have more
 [uh] I do have more [um] like real friends or best friends
 I would say all of people that I call best friends would be Europeans I think
 most of them are from Prague

SM: ok are there a lot of Czechs living there?

VZ: no I met like 2 or 3 people but yeah
 I know that they are here
 Korean people love Prague
 they love Praha they want
 everybody want to goes there
 go there
 they have like Czech restaurants everywhere
 and so so they kind of like fascinated

SM: really they have Czech restaurants

VZ: mhmm
 they have at least 3 that I heard of
 I have been to one
 and I have seen one that looks exactly like our clock tower
 it's in the quarter that I live next to the huanday quarter

but everything is so expensive there
 they have like rizek and they have everything but it looks so expensive

SM: @@ well because its different yeah
 yeah

VZ: yeah I would say that I feel like a lot of
 [um] part of Korean of (??)
 look really outgoing and they are really cheerful
 and they have a lot of like same same sex [um] skinship
 they call it skinship its just like touching you know
 girl hugging each other and kissing each other is totally normal
 guys touching each others butts and things like that totally normal
 in Czech Republic what the guys do here
 all the guys would think they are gay
 because that's a different
 that's completely different body closeness culture

SM: so there's [uh] so friends you know take up each others space basically

VZ: yes
 so it feels more open
 feels kind of warmer
 but then again often its very superficial for me
 so far I havent
 I have only really good friend who like really
 I would say she's one of my best friends who is Korean
 or who is Asian in general
 and its thanks to me knowing her for a really long
 because we got to know each other in Prague
 we were studying the same university so

SM: so you have that shared experience also

VZ: yes yes

C.3.23

SM: if you had to use three words to describe Koreans, how would you describe them

VZ: three words to describe Koreans
 [mm][mm]
 [mm][mm][mm]
 I would say welcoming
 I would say superficial
 and I would say drinkers

SM: drinkers

VZ: @@ they drink so much alcohol oh my god

SM: @@ okay

VZ: crazy
 and im from Czech Republic

C.3.24

SM: and if you had to describe Czechs using three words?

VZ: I would be
 I would be [um] private
 they like their own private lives
 I would I would say [um] indifference
 because they don't give a shit about lot of things around them
 indifferent indifferent that's the word I guess

SM: yeah indifferent yeah

VZ: my English
 going somewhere

SM: no your English is perfect

VZ: [um] and the third
 and the third

I don't know maybe I would say
 maybe I would say traditional
 SM: ok that makes sense
 VZ: it should be those three I think

C.3.25

SM: knowing the types of situations in which you need to use English
 would you have done anything differently while learning the language?

VZ: I think
 I think what I would definitely change is [um]
 pronunciation
 I think
 I think in Czech Republic lot of people
 and same in Korea though
 a lot of people don't
 don't think about
 having an accent
 and having proper pronunciation of everything in Czech Republic
 a lot of teachers are Czech
 especially at primary school level
 and they just have really
 you know still for example
 there is really nice example
 a lot of Czech people
 you have to know it as an English teacher
 say sometimes
 they just don't use "v"
 because they think everything is "w"
 so they will be like wisit @@ and things like that
 because
 because that's what they teach us
 and that's what I still make mistakes in
 and I know it

SM: sure sure

VZ: and these these pronunciation/connotation(??)
 because I think
 I think one of things I have advantage is
 I hear everything really well
 and I can copy great
 like I can copy all languages pretty well

VZ: and also
 and also what I think
 also it's very [um]
 it's plus for learning language but minus for speaking language
 it's if the word like exists in your own language
 if we use like Americanisms
 you know like in Czech Republic we use them
 in Korea they'll use them too much

SM: sure
 and that's why it destroys their
 the English pronunciation
 because they pronounce Korean pronunciation
 and Czech people pronounce Czech pronunciation
 so that's how Czenglish and Konglish came to life @@

C.3.26

SM: what would be a Korean example of an Anglicism?

VZ: [uh] they have a lot of words that they use that don't

they don't even use in English
 like skinship for example
 skinship is like the amount of touching between each other
 SM: yeah
 so they're just as public
 public [uh] display of affection is between girls and boys
 it's very like normal in Korea same as Japan
 so they have this word
 but they have for example
 I knew
 oh I knew one thing
 they because
 for example
 in Japan they can't end their word with [uh] vowel I think
 what is
 they have to have like
 they can't say
 they can't end with a or with o they have to always have
 or is it yeah
 com pu ter
 yeah they have always have to have like computa
 they can't say computer so they have to have it
 yeah they have to have it with
 thats [uh] yeah they have to end it with a e I o u
 SM: ohhhh that makes sense that explains a lot
 VZ: so in English yeah
 so in English they have to have like computahh progamming goo
 things like that
 because they have to end it with a e i o u
 SM: oh my god that just explained so much
 VZ: yeah and in
 and in
 and in Korea they have one thing that I found out
 and they are [uh]
 in instead of delicious they're saying delicioua
 delicioua dangerousa
 I think there are also some Korean influence on it
 I can't pinpoint what but its always delicious-a dangerous-a
 and a lot of people say the same way
 that I was very surprised
 I thought its was just particular for a person that I knew for friends
 but yeah

C.3.27

SM: have you lived anywhere other than Korea
 and you mentioned England earlier?
 VZ: no I have traveled a lots thanks to my parents company [um]
 it's American company so I have traveled with them
 doing translations and things like that
 like interpretations and things like that
 but its only like week or two weeks somewheres (??)
 nothing major
 I have stayed in England in Brighton
 for one month at a time
 like four or five times
 but I (??) I have only stay this long in Korea

C.3.28

SM: were the places you traveled mostly in Europe?
 VZ: [mm] mostly America
 SM: ok ok [um] so you know where for example

VZ: I have been in Arizona few times
 New York
 [uh] I have been to [??]
 I have been to [uh] Caribbean
 I have been
 I don't know where else
 I have been to Florida many times
 especially with my family
 in Orlando and Disneyland

C.3.29

SM: in the non-English speaking countries you've visited
 have you felt that English is enough?
 VZ: I would say everywhere I've been as a tourist
 English is enough
 yeah the places I have been to
 I was
 for example
 I was really surprised at Germany
 like I have been to Frankfurt
 and the even kids there
 like people eleven twelve thirteen years old
 their English was really really good
 I was very surprised
 like really really surprised
 [um] [uh] I was in Singapore
 but their English is pretty good because they
 they have like this a lot of business cooperation with other countries
 so
 all the places I have been to are most like
 you know shopping centers and restaurants in the center
 and the hotel and stuff like that
 they always speak English
 so I think yeah I think so far
 so far where I've been
 and when I was in Poland they also understood English well
 but because I understand Polish
 because its similar to Czech
 I was really interested if like
 if we could speak with them in Czech
 if they would understand
 so with my friends we were really confused
 like should we speak Czech
 should we speak English

C.3.30

SM: I know you like languages
 so it makes sense that you are studying the language while you're there.
 do you feel like you need to learn Korean to live there?
 VZ: if I wanted to stay here longer I would
 but its really hard because of the visa
 yes its
 it doesn't make sense to speak only English
 because I rob myself of conversation
 very nice conversation with a lot of people
 especially as a psychologist
 if I wanted to stay here I would love to understand the people
 and in English I just can't
 I really
 it

it really narrows down the pool of people I can communicate with
that's very sad

SM: so you know if you were going to stay there longer
you would try to improve the local language you know and not-

VZ: yes yes
I would like
like
my my dream would be to have my Korean at least as good as my English
but my English took me like what seventeen years
so I don't know if I can do that in Korean @@

SM: but living there might be easier

VZ: that's true

SM: studying in school is always going to take longer because you don't have to learn it
@@
you just you know you have to learn it for tests
but when you live there you have to learn it to be able to order food
and be able to
you know
communicate

VZ: yeah yeah
and I live next to like a really big [um]
like marketplace
like you know
the like
fruits and vegetables and everything
and it's a lot of like older ladies and older
like guys
we call them (???????) in Korean
like our uncles and aunts @@
all these old older people here
they don't speak English
they really try when they see me
but they are very impressed when I
or when I say something like in Korean
they're like ohhhh
@@
so its really hard to communicate with them in English
so I usually try my Korean
so I'm motivated now even more
because I changed my place
and I live next to the market now
so im always there
@@
but in Japan
they won't even try to speak to you in Japanese
they automatically see you as a foreigner
and they automatically speak in English
in Korea
the younger people will always try to speak in English
but the people who are
you know
the uncles aunts
the people 40 and older
they will always speak in Korean

C.3.31

SM: are they patient
when you don't know a word
for example?

VZ: you know I think it really depends

like some are really patient and some really like
some really appreciate you're trying
but some people get really like
irritated with foreigners in general I think though

SM: sure sure

VZ: yeah I have like
I have one barbeque place where I don't like to go when it's only foreign friends
because they're very rude to us
when we are with Koreans they are really nice
but when we are with foreigners
even if we order in Korean they still look really really pissed off
literally
its not even
yeah they look really like be bothered and a lot @@

SM: that's a shame because @@ Korean barbeque is really good @@

VZ: yeah and this place is really good
but we have like ten other places so it's okay
this particular really like shows
and some clubs don't let foreigners in
some clubs don't let American soldiers in @@
because they
yeah
because they have special
like stories that they came
they came to [um]
they came to [um] the club and got really drunk
and like destroyed half of the club

SM: oh wow

VZ: yeah because it's never like
I've been to many clubs and bars
and I don't see like Korean guys like fighting
or destroying stuff

Appendix C.4: Nobuyuki Yokoyama (Interview Transcript – Partial)

Duration of Interview: <<01:08:36>>

C.4.1

SM: how do you see the role of English in the world today?
NY: it's a pretty global language
and I guess
I don't know
about 90 percent
or **a lot** of people
there's always going to be someone
you'll always run into someone that can speak English
pretty much no matter where you go

C.4.2

SM: so you learned English in school
can you tell me about that?
NY: yeah
international school
my parents
especially my mother
they were always fascinated by English
from when she was in high school
so they have a lot of foreign friends and connections through that
kinda led to my
situation
learning English in an international school
and also her friends kids' became my friends as well
so whenever we'd hang out it was always
for the most part it was always English
actually my English is probably better than my Japanese right now
it's weird
SM: even living in Japan?
NY: yeah [uh]
yeah
I have lived in Japan my whole life
but because of
[um] yeah
I just had a lot of foreign friends from when I was really young
and I just kinda grew up with those people so
English was always kinda there
even after I went to public school

C.4.3

SM: so right now do you speak Japanese at home or do you speak English?
NY: [um] well right now
I just live with me and my sister
it's mainly English
at work too
I work in a very international company
and we fly overseas a lot
even within the company
all of us are bilingual
SM: what do you do for work?
NY: [uh] video editing
filming

C.4.4

SM: you mentioned you went to India and South Africa for work

NY: what other countries do you deal with in your job?
 [um] we went to
 [um] when was it
 end of November last year
 we went to Malaysia as well
 we go to Thailand as well
 Philippines Malaysia London

C.4.5

SM: when you travel for work
 or are speaking with friends in other countries
 is there anything you notice about their level of English that you have trouble with?

NY: [um] sometimes
 they'll use different
 words or like
 the structure of the sentence will be a little bit different
 but I don't know I kinda
 I guess I'm used to that
 like @
 @@ for example
 so I guess I notice a difference
 but it [um]
 I don't know it's hard to pin down
 but I guess mainly the accent

C.4.6

SM: have you encountered any situations where you couldn't rely on English?
 where you had to act something out?
 for example

NY: yeah in Germany
 I went to Germany to visit a friend
 and she had written everything out for me
 I wanted to get a bus ticket
 to my friend's house
 and I realized that the guy couldn't speak English
 so I pulled out this piece of paper
 it was hard @@
 @@ but eventually
 I figured it out
 I had to use gestures

C.4.7

SM: what differences have you noticed between different places?
 have you ever experienced culture shock?

NY: in japan everyone pretty much keeps to themselves
 say the train is packed or whatever
 and a seat opens up
 there will just be this silent exchange
 if like some guy is gesturing to a lady to sit down
 even though he's in front of the seat
 generally it'll be very silent
 in most countries around the world
 you might just say something
 but generally in Japan it'll be like
 they'll act like @@ they don't see you
 of course you do sometimes
 you do hear exchanges
 but that's pretty rare
 but anyway
 just growing up in that kind of environment and that kind of culture

I guess you could say that was culture shock
that was just very different
so it took a while for me to get used to
people in Europe were very straightforward compared to people around here
SM: in what way?
NY: just normal casual talking
the way they interact with people
but it was very refreshing for me
I like that
people were nice
for me I much prefer that
I actually like that a lot more
over here you kinda have to beat around the bush
and see what the person actually feels
and a lot of times they'll say exactly the opposite of what they're thinking
because that's the
that's the polite thing to do
you don't want to offend the other person
for example if you get invited out or something
they'll be like okay yeah yeah I'll go I can make it on that day
and then on that day they'll kinda
you know
SM: instead of just saying no I can't make it
NY: yeah yeah
of course sometimes that can happen
but generally
its a very different way people communicate here

C.4.8

SM: when you're traveling around Japan
do you communicate mostly in Japanese or sometimes in English?
NY: [oh] Japanese
for sure
that's the weird thing about Japan
a lot of foreigners
they come here to teach English
[um] I don't know
that might be same in other countries like Czech
or any other non-
where the English language isn't their first language
there's a lot of English schools
or private English schools
or after school lesson kind of places
the funny thing over here
is a lot of people still can't really **speak** English
SM: like they can read and write
but not really speak?
NY: yeah
like their head knowledge is
a lot of times they'll have a lot of
they'll memorize a lot of words
and phrases and stuff
but when it actually comes down to speaking English
or actually using it in a practical sense
it's just out the window
SM: why do you think that is?
NY: I think it's the Japanese culture
or the Japanese
[tj] yeah the culture
Japanese people are generally super reserved

and almost shy
 and [um]
 you know
 the general unspoken rule is
 you don't [um]
 go out of your way to
 you know so-called bother people that you don't know
 because that's not the polite thing to do
 you just kind of leave them
 so therefore [um]
 in [ah]
 I guess public environment
 everyone [uh]
 kinda like I said earlier
 everyone just kinda keeps to themselves
 and that kinda
 I think over the centuries
 that kinda built up
 just one generation after the other
 and that kinda just created this
 I don't want to say introverted
 because it's not necessarily introverted
 but it's very [um]
 you generally just keep to yourself
 and [uh] yeah
 and there's
 on the flipside
 it's super
 generally people are super polite
 and it's super peaceful
 you don't really have to worry about going out late at night
 even if it's like 3am in the morning and you're by yourself you know

C.4.9

SM: what do you think the most difficult part of going to Japan is?
 for foreigners

NY: I think it's that whole
 getting used to that environment
 where [um]
 of communicating
 like because [um] you know
 Japanese people aren't straightforward
 and maybe
 well I do see a change
 especially after coming over here to Tokyo
 and recently with
 like people my age
 it's still
 you have to still be aware of these unspoken rules
 generally
 not that you
 you don't have to be aware
 if you're not aware of it
 yeah you'll get very yeah confused
 and it could be a little bit frustrating

C.4.10

SM: you mentioned most of your friends are international but they grew up in Japan
 so do you interact with any foreigners
 outside of work for example

NY: yeah yeah yeah a lot
 actually a lot
 I play in a band
 I play drums
 and actually all my bandmates are foreign
 well except for one
 and that guy as well
 can also speak English too
 so we all speak in English
 [um] yeah one of
 actually two of them are from France
 one guy is from Canada
 one guy is from
 @@ I'm in a few bands
 so I'm just naming off all the countries they're from @
 one guy is from Panama
 the other guy is from Mexico
 yeah

SM: that's a lot of diversity culturally

NY: yeah it's interesting
 it's very interesting
 I love meeting people from overseas and
 I don't know you get a better understanding of people in general
 so I like that

C.4.11

SM: so let's say you're out for dinner with friends
 and you said most of your friends speak English
 but what do you do if there's someone there that doesn't speak English?

NY: [um]
 generally
 yeah that happens
 if they're my friend
 then of course I'll translate for them
 and kinda let them in the circle
 [uh] of course
 if they're not my friend
 then I'll kinda
 I'll generally try to make friends with them
 because yeah you know
 it's nice to include everyone in the conversation
 but if there's someone else and they seem to be alright
 then I'll just be alright
 generally of course I'll at least say hi
 but yeah definitely if they're my friend
 then i'll definitely let them in the conversation
 because you know
 I feel like
 Japanese people should get used to [um]
 being in an English speaking environment
 and just get used to the international culture
 a lot more
 you know
 because Japanese people are very shy
 they won't go out of their way to try to join a conversation
 they'll wait for someone to introduce them into
 or pull them into the conversation
 it's understandable
 I was stuck in a conversation

in Germany
 where my friend took me out
 and there were a lot of her other friends
 and all them were speaking German
 and I couldn't understand a thing they were saying
 and every now and then they'll speak in English
 or one person would kinda translate for me
 but other than that I was just kinda sitting down and observing
 yeah it gets a little bit awkward
 so I understand how that feels
 so if they're my friend I don't want them to be stuck in that environment
 [...]

for example like
 if I was with my Japanese friends
 and there was one foreigner
 I would speak in Japanese obviously
 but I would be a bit more conscious about letting the foreigner in

C.4.12

- SM: you said something a couple minutes ago that was really interesting
 you said people need to get used to the international culture
 what is the international culture?
- NY: [um] Japan
 I guess once you come here you'll understand
 but Japan is a **very** unique country
 in that the people
 [hm]
 people are
 people here
 it just seems like they're not so used to foreigners
 and it's really weird because
 you know Japan is one of the most modern countries
 but at the same time
 the general public doesn't speak English
 but there's English schools all over the place
 a lot of college students know a lot of vocabulary a lot of words
 but they can't actually use it
 and I've had a few friends
 that went overseas
 [um] when they were in their
 their university
 like in the exchange student or homestay program
 but
 even if they do go overseas they'll just stick with their Japanese friends and speak Japanese the whole
- time
- and I'll be like what
 why are you doing that
 and they say oh because I'm shy it's embarrassing
 for me that's just
 that's such a waste of [um]
 and experience you know
 why would you want to stay in your little bubble you know
 when you know
 when you're already in a different country
 in a completely different environment
 I don't know
 Japan's just a very
 I think it's just the culture thing
 it all comes from a good place

you don't want to disturb people
 you wanna kinda let them be
 and kinda everything's well organized and peaceful and stuff
 but I guess the flipside of that is [um]
 you're just pretty much afraid of doing something out of the ordinary
 I guess the other extreme is America
 anything goes
 like to each their own
 and there are people who don't like you and people will voice that
 and generally that's expected
 and everyone has freedom of speech and can have your own opinion and freely voice that
 over **here** it's like
 it's all for the greater good
 so you don't
 as an individual you shouldn't stick out
 there's this old Japanese saying where it's like
 I don't know the exact English translation but it's something like [um]
 [um] the
 the nail that sticks out will get hammered in
 that's very prevailing in Japan
 people in Japan are just kinda introverted
 just shy very simply

C.4.13

- SM: you don't really strike me as an introvert
 maybe you are
 you don't come across as one
- NY: [mm]
 I used to be
 I guess I'm not really @
 I don't really consider myself to be
 I just [um]
 I don't know
 when I'm doing something I really don't like to be bothered
 but I definitely used to be
 it's because of that though I think I can kinda entertain myself
 and [hm]
- SM: do you think your experience traveling has made you less introverted
- NY: I think so
 definitely
 it definitely kinda pulled me out of this
 like as much as [um] this international culture I was in in Japan
 I was still in Japan
 so just having a complete different environment was
 was very interesting for me
 I wouldn't necessarily say I had a hard time
 but there were a lot of things that
 that kinda
 that I realize and learned
 and I was very
 for me it was just super refreshing
 to get out and see a whole other side of the world
 and see how people are
 and the places and their environment
 and everything about it
 I love it
 I definitely want to travel more

C.4.14

- SM: in my experience in Europe

older generations might not speak English
but the younger generations generally do
and even very young kids can understand and even speak very well
do you find this to be true in Japan?

NY: I think so
like [um] especially in Tokyo that's very strong
or like any big city
people my age
generally can understand English
probably not as much as
let's say Czech or Polands
I still think Japan is kinda on the lower side
but I was surprised when I moved to Tokyo
it's not the same though in other cities
like smaller cities in Japan
people don't speak English
it's weird like
I always got this response of like
kinda got idolized by people my age or whatever that couldn't speak English
they were like oh my god it's so amazing
it's not that amazing
you guys get taught English in school
you just need to actually go out and like talk to people
you know because you have all the knowledge in your head
oh but i'm shy
@@ yeah but @@

C.4.15

SM: does this affect how you act
or interact
with people?

NY: there's definitely a period of time where
you know I felt like I had two different personalities
like the Japanese proper side
and the normal a lot more casual relaxed foreign side
and there was definitely a time that I
especially during the adolescent ages
I did have that inner struggle
because Japan's culture is very strong
and it's super heavily into respecting your elders
and this hierarchy of leadership
even within the schools and stuff
so there's definitely a lot of that
but
I [um] you know
especially having a lot of friends from other countries
and then of course finally going out
there's a lot of
you realize that people are people
it's [uh]
you learn how to
like there's definitely a general rule of like communication
here in Japan it's weird
there's three generally three ways of speaking
there's a Japanese normal way of speaking
which is
and there's another thing called "Kagol"
which is respectful speaking
pretty much you speak a certain way to people that are older than you
or your boss or

someone like ultra formal
 and then there's "Sonkaygu" which is like ultra ultra respectful speaking
 and it's a very interesting
 and you also have to change like how you act
 that's why you see in movies or whatever
 Japanese people always bowing to each other and it just doesn't stop
 it's that kind of thing

C.4.16

- SM: do you still feel like you have this division of personality?
 NY: [um] not really
 well you can't
 of course I'll
 you have to know when and where to be a little more
 yeah like
 I don't think [um] I don't think that it's really the norm over here
 but I do feel that it's important
 at least for people around my age or younger
 to just get used to that
 because that's also a big part of what I feel is hindering Japanese people from
 from having [uh]
 a bigger perspective
 or a more international relation
 even on a personal level
 because if you're constantly thinking of
 oh how is this person thinking of me or
 should I be a little more polite or should I
 [na] [na] [na] [na] [na]
 then you're never going to be who you really really are
 and
 so that's
 and it's kinda weird because I guess that's normal anywhere
 but here in Japan like I said
 the [uh]
 it's a lot more of a team mentality
 or like a
 SM: a community mentality?
 NY: yeah a community mentality
 and individual is at the bottom of the list
 so but I think there [uh] I think
 Japan could use a little more of people with a little more individuality

C.4.17

- SM: how would you compare this with
 with people you've interacted with while traveling?
 NY: the way that Asians and Europeans express respect is very different
 in that
 Asians generally it's more of a fixed thing
 whether it's like bowing and [um]
 [um] what kind of
 there's more some kind of
 I won't say ritual
 but there's a lot more [mm]
 SM: maybe that's the right word?
 ritualistic
 I've head this word used to describe Southeast Asians as well
 NY: maybe
 I think with Europeans you can definitely see it
 but it's generally a lot more casual
 SM: and it's more verbal I think

less body language and more in the structure of the language
NY: there you go yeah
yeah yeah
so I think that's a very interesting thing to see
yeah [um]
yeah
yeah @@

Appendix C.5: Yumiko Nakanishi (Interview Transcript – Partial)

Duration of Interview: <<00.53.42>>

C.5.1

SM: so you're from Japan and living in Germany
do you use English to communicate in Germany?

YN: yeah both [uh]
but I'm a master's student right now
and [uh]
in our department [clears throat]
there are a lot of international students
and that's why we always talk in English
but in the seminar where there's professor
we have to speak German

SM: so you speak German

YN: a little bit [gesturing a small amount]
small small
what are you doing?
what happened yesterday?
or something

C.5.2

SM: you take classes in German? I can't imagine taking classes in Czech
it seems like it would be really difficult

YN: @@
I can manage
@@ you know

C.5.3

SM: you mentioned that you have also lived in Edinburgh
were you there for school?

YN: yeah yeah yeah
at the university
in Bachelor

SM: in the middle of your Master's?

YN: @@ [unh] [unh]
what happened [mm]
I don't know either

SM: and you completed a program there in Edinburgh

YN: yeah I think so
yeah [mm]

SM: in Edinburgh

SM: these classes are probably not in German

YN: @@ yeah yeah
I had to speak English always
SM: right

C.5.4

SM: what is the difference between Berlin and Edinburgh?

YN: Berlin and Edinburgh
I was [uh]
fascinated
with the difference between German and Edinburgh
first is maybe
the character of the people
and secondly the
I don't know [uh]
the system of education
and third is language

maybe Edinburgh is
 they speak Scottish [eh]
 it is so so
 so difficult to understand what they say
 because they have a strong accent
 and maybe I don't know exactly
 maybe they have a specific saying
 SM: like idioms?
 YN: yeah yeah [unh] idiom
 I never heard
 so [unh]
 SM: can you give me an example?
 YN: [eh]
 I don't know
 maybe
 something [bla bla bla] down
 @@
 something in the communication
 in the presentation
 student presentation
 tutor say [hn] [hn] [hn] [hn]
 [hn] [hn] [hn] [hn] **down**
 so @@
 or something like that
 and after the seminar
 after the presentation
 my student friend asked me
 can you understand
 could you understand what he say
 [hn] [hn] [hn] **down**
 meaning
 I'm [uh]
 I'm really
 how can I say
 I was [um]
 I cannot think of the word [uses translator]
 just a moment
 disappointed
 I was disappointed
 that's mean I was disappointed
 SM: let down?
 YN: let down
 or more [unh]
 I know let down
 but he say more
 yeah yeah [gesturing]
 SM: @@ something like that
 YN: @@ yeah @@ something like that
 how can I say
 during the conversation to Scottish people
 with Scottish people
 I give up to understand them @@
 @@ sometimes I just
 [mm] [mm] yeah yeah true true
 and the person which I talk to
 [eh?] it was a question

C.5.5

SM: so that's for the language how are the people different?
 YN: [ah] [ah] [ah]

for example German people is more
 closed sort of
 don't be so open
 but Scottish people
 maybe UK
 people in the UK is more open to me @@
 because when I go to the supermarket
 everybody says hey hi there hi hello
 with smile [smiling]
 but Germans
 in Germany supermarket
 in German supermarket
 nothing
 even at the cash
 [German] *alo* [straight face]
 SM: this can be awkward
 YN: yeah [mm]
 and I always feel pressure from the German people at the cash place
 because I feel
 I have to finish soon
 SM: as quickly as possible
 YN: as quickly as possible [unh]
 because they don't smile
 they don't like me
 and nothing to say
 and just
 [serious facial expression] [speaking German]

C.5.6

SM: so the Scottish people were more friendly?
 YN: yeah more friendly
 and I think Scottish people or UK people
 they are similar to Japanese people because
 they don't also say honest opinion
 SM: they **don't** say?
 YN: I guess so
 not like German people
 they're more [uh]
 SM: more polite?
 more polite yeah [unh]
 and maybe not a good word
 but more selfish
 they can communicate like selfish
 if they don't think it's not good or bad things
 but she they don't say
 it's not interesting
 SM: so
 if you said
 how does my shirt look?
 oh it's a beautiful color
 YN: @@ oh
 I like it
 but just
 just like that and don't go farther
 the conversation isn't go farther

C.5.7

SM: how would you compare the Japanese to Germans or to Scottish people?
 you said the Japanese are more similar to the Scottish
 are there any differences between them still?

YN: you mean Scottish?
 [mm] I think it's came from education system
 difference of education system
 so in the Scottish
 students talked a lot
 more than teacher
 in the conversation at the university
 they talk a lot
 more than tutor
 they manage the conversation in university
 because we are art student
 I didn't join the seminar
 or more academic things
 lecture just listen the story
 and [mm]

SM: and you were more active as a student?

YN: [unh] [unh]
 as a student in the discussion
 almost all of the student say something
 or speak out something
 but on the other hand in Japan basically actually we don't have discussion things in university
 that why I'm not used to talk or speak out in front of the people
 and almost the teacher or professor talk a lot
 even in the discussion

SM: so it's more **lecture** based

YN: yeah more lecture based
 so that's why I didn't get how or which timing
 I can speak out
 in the public space
 so if somebody ask me
 how do you think
 or yeah it's your turn
 I can speak something
 [mm] I can say something
 [unh] but if I don't have opportunity to speak out

SM: because you don't want to interrupt?

YN: and know how I can interrupt
 this was my problem

C.5.8

SM: how does this make you feel as a student?

YN: [mm]
 I was kinda
 I felt kinda
 isolated @@
 @@ isolated but maybe
 it's because of my character
 but I just feel solely myself
 and I thought sometimes
 sometimes I thought I am disability
 or I am not capable
 or something [mm]

C.5.9

SM: is this the same for all classes including language classes?
 when did you start studying English?

YN: [mm]
 I started study English from 12 no
 from 13 years old
 from the junior high school

until senior high school almost six years
and I would like to say
the Japanese English education system is horrible
SM: really?
in what way?
YN: yes horrible I would like to say
we just listen what the teacher say [gesturing input]
maybe we have few conversation classes in the school
but not so many
not so much
and we always study grammatic things
and maybe the aim of English education
in Japan
is just [mm]
pass the examination
for entrance
entry for university

C.5.10

SM: so your experience as a student in Japan was very passive
just listening with little talking
how did you feel when you arrived in Germany?
YN: so I was really shocked
because I couldn't speak English as well
when I arrive in German
my English was horrible
at the time
and I couldn't understand the difference between am verb or is
and do and does
and the listening also
to listen the English native speakers English Americans
it was also horrible
[mm] difficult

C.5.11

SM: are there a lot of Americans in Berlin?
YN: not a lot
in our department
there are
[mm] two mostly Americans
yeah
and one or two English
SM: from England?
YN: yeah from England

C.5.12

SM: in your program, where are the people from?
YN: [mm] it's really
America England French German
@@ Germans
Mexico
South Africa Korea Japan
China [mm] Portugal
[mm] maybe more
Ireland
SM: Ireland is a whole other accent
YN: @@
so, how does that work you all speak German in class?
YN: yeah
almost

SM: do you all speak German out of class?
 YN: yeah
 for example in the supermarket in the [mm]
 [mm] breadshop?
 SM: bakery?
 YN: yea, bakery in the restaurant

C.5.13

SM: is there any situation in which you speak English most of the time?
 YN: [mm] I always speak English to my friends
 yeah but it's also half and half
 it's depending on the situation
 or the person who I talk to
 SM: so
 if your friend speaks Japanese you speak Japanese
 if your friend speaks German
 do you speak German or English?
 YN: [mm] German [unh]
 SM: so you prefer German?
 YN: no @@@
 no I prefer English
 SM: what if you're in a mixed group?
 YN: it's also depend on the situation
 maybe German
 German because here it's German
 yeah or the speaker
 there is a speaker in the group
 the speaker speaks English
 then maybe we speak English
 but maybe then slowly the group
 divided into several groups
 in the group
 [gesturing] English speaker
 [gesturing] German speaker
 [gesturing] @@ Japanese speaker
 SM: so
 if you're in a group having dinner
 or having drinks
 there will be smaller groups within the large group
 YN: yeah [unh]
 or maybe we try to speak German
 SM: was this the same in Edinburgh?
 breaking into smaller groups?
 YN: no no
 everybody speak English yeah
 SM: where were your classmates or friends in Edinburgh from?
 YN: [eh]
 America England Helsinki
 maybe china
 I saw a lot of Chinese students there

C.5.14

SM: and so
 in my project
 I'm comparing European English
 which is a very big area
 and Asian English
 which is another very big area
 do you notice any differences between these two types
 European and Asian?

YN: of course from pronunciation
and [mm] structure of language
yeah I think so
because Japanese language doesn't have subject
I mean
we have subject
but it's not necessary to express
and that's why we can understand without subject
like [Japanese] *aksi*
aksi meaning so hot
in the summer
like so warm
and Japanese people always say *aksi* meaning I'm really warm
I'm feeling hot
aksi aksi
we don't use subject
SM: in English we would say "it's really hot"
YN: right
it it's a kinda
I don't know
so that's why I always
in the beginning study English
re-studying English in Germany
or study German in German
it was really hard to capture
to master use subject always
it's hot
why I have to say it? @@
YN: and the pronunciation
the pronunciation is still hard for me
one day I speak to the man who came from Manchester
and his accent was really strong I really I totally didn't understand him
and but I tried to talk to him
and he said I understand you but you don't understand me
he say like that
@@ exactly

C.5.15

SM: in your English classes in Japan
did you use a lot of listening resources?
YN: [mm]
[mm] not so many
maybe 20 percent
or 30 percent
and we have one class a week
like conversation with native English speaker teacher
and she or she or he
come to the class and talk
maybe talk
but I don't remember
SM: so this wasn't your usual teacher
yeah
my usual teacher came from Japan [mm]
the ELT class was really course special

C.5.16

SM: did you like your classes? did you enjoy them?
YN: not really @@@
@@ in junior high school
my English test was really horrible

I always get eight points
 how can I say
 in the examination
 we have to
 how can I say
 maximum 50 point
 SM: a perfect score was 50?
 YN: [unh] [unh] perfect score 50
 but I always get eight score
 or ten scores
 after I go to the [uh]
 high school
 I change the style of study
 English study
 I just
 how can I say
 I just
 SM: memorize?
 YN: memory the books [mm]
 [unh] books which use in the class
 SM: did this work?
 YN: [mm] it worked it worked
 in senior high school 100 score it's perfect
 I always get 8[?] 9[?]
 SM: eighteen?
 or eighty?
 YN: no not eighteen
 eighty ninety

C.5.17

SM: did you feel prepared for speaking to people in English in Berlin
 or in English in Edinburgh?
 YN: no no no no no [gesturing]
 the examination [mm]
 it's just grammatic things
 SM: did you also take English classes in Berlin?
 YN: yes yes yes
 SM: or
 in your video
 you told peter about some Skype lessons with Filipinos?
 YN: @@@@ [unh] @@
 I don't take Skype lessons I just join in the normal English class which
 which had
 which has been organized by the German university

C.5.18

SM: was this class different than the one in Japan?
 YN: yeah because [mm]
 the teacher speak only English
 but [mm]
 I found it's more
 how can I say
 practical
 more practical than Japanese language course
 SM: like survival English
 YN: [unh] survival English
 and the student talk a lot within the student in the class
 SM: was your teacher there German?
 YN: the teacher is Indian
 but she lived in England for a long time

- SM: have you ever felt
in any of the three places you've lived
like you couldn't communicate the way you wanted to?
- YN: [mm]
oh maybe I have [mm]
but *momentu @@ momentu@@*
I will think for a little time
[mm:]
for example
it is really hard to explain about Japanese expression in English
well in German as well
I don't know @@
maybe it's also difference between the language structure
but Japanese word is really imaginable or conceptual words
that's why we don't need explain to explain so much
what would be an example in Japanese?
- SM:
- YN: oh @@@@
or it's anything but
I'm writing now thesis in English
and I have to explain
sometimes I have to sometimes explain about one word in English
for example [Japanese] *yome*
yome is [eh]
yome is a daughter in law
but *yome* in Japanese
yome including a lot of meanings
- SM: right so
- YN: *yome* means she is low
she has a low position in family
or she has to follow the order from family
or something like that
it's more
how can I say
meaningful word
yome
but if I
it doesn't work
if I write *yome* means daughter in law
it doesn't work
the people who the native speaker
cannot understand the meaning exactly
- SM: you have to find some sentence to explain
- YN: yeah yeah yeah exactly
I have to write three or four sentences to explain about one word
so if I try to explain one word in Japanese
I need to explain background of
culture background
or history or something
it is a difficult things

- SM: you mentioned you're writing your thesis in English?
- YN: yeah yeah in English [mm]
- SM: but your program is in German
- YN: @@ yeah but we can choose
- SM: [ah]
so you prefer English
- YN: yeah yeah yeah @@

not German

C.5.21

SM: what would you say is the difference between speaking and writing in English?

YN: ohhhhh
speaking is more difficult than writing for me
because speaking
when I speak in English
I cannot take the time [eh]
I have to say something immediately
so [mm]
[unh] in writing I can manage
I can reconstruct the sentence
and I can search the word
I can look up to

SM: you can look up the word

YN: I can look up the word
in a conversation I cannot do that
English language or conversation in foreign language
came from experience
when I
if I talk to
if I speak to a native English speaker or native German speaker a lot
then my English or German is going to be better than before

SM: with practice

YN: practice yeah [mm]
it depends on the situation which language we use
we
in the friends
with professor with
in company

C.5.22

SM: what do you do if someone doesn't understand you
at work at school or with friends

YN: what I do @@
[eh] I don't know
I always use hand [gesturing wildly]
sometime I draw [pantomime's drawing]
I want to say [pointing at drawing]
I don't know it also depends on the person
if the person who I talk to is
not so open
not so kind person I don't
maybe I will give up to having conversation with the person

C.5.23

SM: can you describe the Scottish in 3 words?

YN: [ehhhhhhh] @@@@
I just can say ey ey aye
aye is yes

SM: aye aye is yes yes in Scottish
how about in terms of their personality?
or their culture?

YN: eh I don't know
Scottish people Scottish people
it's also depends on the person
in general they always say
[speaking Japanese rapidly and gesturing wildly]
@@@@

SM: @@@@
 wait what? @@
 YN: @@@@ [unh]
 I cannot explain they are
 even woman and man like
 [indistinguishable facial expression] @@
 @@@@
 SM: what is that?
 they are determined?
 YN: no no not determined like
 more [*speaking Japanese*]
 I don't know how can I say that
 [using a translator]
STABILITY
 SM: stable?
 do you mean serious?
 YN: stable
 just my imagine
 aye aye [serious face]

C.5.24

SM: what about Germans?
 YN: strict
 and honest
 and strict @@
 for example when I bang
 how can I explain
 when I
 I couldn't see the glass in front of me
 and I just [gesturing]
 SM: you ran into it?
 mmm and I
 @@@@
 I laugh at them say
 @@ I attack to glass @@
 German will say [serious face] [*tsk*] it's okay [serious facial expression]
 it's no problem
 @@ please love me
 really strict
 SM: strict
 maybe straight-faced?
 it's not easy to make them laugh
 they're serious
 YN: [unh] [unh] [unh]
 serious yes serious also
 SM: @@ okay
 too serious @@
 YN: @@@ yeah @@@

C.5.25

SM: alright one last question
 how would you say that knowing English has affected you personally?
 has it made your experience different?
 YN: maybe it has made my Japanese
 is I don't know
 in the conversation
 in Japanese
 my style to have the conversation is a bit changed
 SM: did you notice this
 or did your friends and family notice it?

YN: my husband say that
you're getting become a little bit logical than before
SM: more **logical** or **illogical**
YN: logical
you always ask me why?
what?
how come
and I also become that's
the words or the texts which
among Japanese people
is really abstract
I couldn't get what they say exactly
it's good in Japanese
but when I try to translate a Japanese sentence
a text in a book into English
[baa] what are they trying to say @@
they really abstract
and maybe but if I don't speak English
I can't understand what the text say abstractly
SM: so you understand the words but not necessarily the whole
the whole text
YN: [mm]
SM: right

Appendix D:

Transcriptions of Selected Excerpts from Interviews with ELT Professionals

Appendix D.1: Raymond Sayward (Interview Transcript – Partial)

Duration of Interview: <<01:14:62>>

D.1.1

SM: so
what do you think of when I say "English speaker"

RS: [um]
@@ that's a very general question
my first thought is probably
like
an American
a white American

SM: okay so
like yourself?

RS: probably yes
honestly

D.1.2

SM: you have taught English in the past?
and are currently an English teacher?

RS: [uh] not currently in the classroom right now
but yes
I have taught and will teach again

D.1.3

SM: how long did you teach English?
when did you start?

RS: [uh] roughly ten years
[uh] I started right out of college [um]
about ten years

SM: and that was in the US

RS: in the US
Taiwan
and Korea
and online @@
very important

SM: @@ yeah
you're starting up a company
right?

RS: yup

SM: so this will be online teaching

RS: yeah

D.1.4

SM: so
you taught English for about ten years
what kind of English did you teach?

RS: in Taiwan and Korea
English as a foreign language to young learners
[uh] and that was from
pre-k to sixth grade or seventh grade
and then
in the US
was [um]
English for academic purposes in an intensive English program
and adult
adult education basically
English for long-term immigrants to the US

SM: so general English

RS: yeah
 SM: and aside from your experience in Asia
 where in the US did you teach?
 was it in Boston?
 RS: Boston and just outside Boston
 yeah

D.1.5

SM: for English for academic purposes
 how would you describe the
 let's say demographics of your students
 RS: so
 I always want to qualify that it was mixed
 and there's always that don't meet the the
 the typical but
 if I had to characterize it would be people who
 were somewhat privileged in their own country
 they are
 traveling to the US [um]
 for
 for [um]
 for higher education
 or sometimes post-graduate education
 they need English for their studies

D.1.6

SM: for the rest of them and I suppose that's
 for the young learners as well as the immigrants in the US
 obviously we're talking about different age groups so
 this might not be really comparable
 but what would you say was the general [um]
 motivation for taking English lessons
 RS: oh
 both are very different
 for the young learners and the immigrants
 for the immigrants it's
 to survive
 to go to the grocery store
 [um] we actually would ask
 we ask them as a matter of course in the application
 you know what is your goal for English
 and
 we usually kinda want them to say something about
 going on to work in the US
 or going on to higher ed or something
 for the most part
 the initial answer is just @@
 like
 obviously I need English
 I live in America now
 but when you really get them to put it in their own words
 what they're looking for
 it's most often the grocery store
 the doctor
 my kids' teacher
 that kind of thing

D.1.7

SM: and for the kids?
 was this the kind of situation

where their parents put them in classes?
 or...
 RS: yeah
 and even
 even the difference between the kindergarteners in Taiwan
 they didn't even question it @
 they just go to school
 and they're not at an age where they ask you know
 why in the broad sense of life am I learning English
 it's just
 I go to school and I speak English at school and this is what I do
 the older kids in the cram schools
 had questioned it
 and very often @@
 didn't really care about English
 or they **did**
 but it was still like
 oh because mom makes me do this

D.1.8

SM: for English for school
 are we talking about English language programs
 the whole of their classes were taught in English?
 or it was just a foreign language?
 RS: it was the "Bushy Ban"[?] culture
 so it's afterschool cram schools
 that are specifically dedicated to certain topics
 one of which is English
 so they'd come to us after school
 and have like
 two hours of English class
 SM: that's interesting
 we
 I mean we have after-school language programs in the US
 but not to that extent I think
 RS: oh yeah
 and it's
 these kids would often have three or four Bushy Bans that they'd go to
 it would be taekwondo one day
 trombone the next day
 English the next day
 sometimes one after another
 and they'd be in
 they'd go to school
 two Bushy Bans
 and then don't get home until eight o'clock at night
 it's crazy
 and it's totally normal too
 it's not like
 just rich kids

D.1.9

SM: what do you think the cultural motivation is for that?
 is it just like
 to keep them out of their parents' hair in the afternoon?
 or
 to improve them as people?
 RS: I don't think it's to keep them out of their parents' hair because
 there's often a huge support network where
 they can stay with their grandparents

in fact
 they're often going back to their grandparents after that
 not to their parents
 if I have to guess
 I would say it's just high value on education
 they see education as really highly valued
 as the key to success
 in the collectivist culture
 and there's something about how
 collectivist cultures and
 collectivist activities like going to school
 I don't know
 there's just a different value system there I guess

D.1.10

- SM: how is their level evaluated in these cram schools
 do they take placement tests?
 is it an interview?
- RS: yeah @
 achievement tests at the end of each unit or whatever
 but I mean
 they're ultimately trying to take the TOEFL eventually
- SM: so to have some
 on-paper qualification
- RS: but also
 if your curious about evaluation
 there's a weird culture where
 you as the teacher
 are not expected to be honest about a child's performance
 they're a customer
 and nobody's getting below a B
 the worst kid in your class gets a B
- SM: really?
- RS: the best kid in your class gets an A+
 the range is A+ to B
 a B is failing
- SM: I've had some experiences with
 Asian students you know
 giving a lot of gifts towards the end of a semester @
 but I didn't know it was to the extent that the teacher's not expected to
 or the teacher's expected to be generous in their evaluation
- RS: **oh**
 forbidden from going below a B
 I was given back my report cards the first time I did them and told
 no
 this is wrong
 you're not giving this to our parents
 they're paying us a lot of money
 give them a B
 [um]
 @@ it was infuriating
 but
 yeah

D.1.11

- SM: how do you justify that
 and still maintain a desire to
 you know
 impart knowledge on these
 kids essentially

RS: how does it make you feel as a teacher?
 yeah
 well my answer now is probably very different from what my answer would have been
 at the time when I was teaching at that kind of school
 now looking back at it
 I think
 school isn't about grades
 [um]
 I don't really care what grade I give you
 I care how you perform and
 grades kind of just incidentally figure into that
 I think at the time my thought was
 alright
 there's just a different scale here
 and a B is the bottom of the scale
 and an A+ is the top of the scale and
 the thing is
 those parents and those kids knew
 when they got a B
 that a B was an F

D.1.12

SM: what about evaluation for younger kids in Taiwan?
 are they evaluated?
 RS: [um]
 SM: or is it just you know
 you're here
 that's enough
 RS: they were
 I mean in class
 it was very very informal
 so so
 in games and stuff was how I would evaluate that the kids
 got what I had taught
 you know
 so the informal assessment in class
 with a game
 where they're demonstrating knowledge
 I don't actually remember how we conveyed that to parents [um]
 it must have been something like
 oh no
 our Chinese teachers
 we had Chinese co-teachers
 and they would give report cards to the kids based on what they observed in our classes
 we just had to give the okay

D.1.13

SM: so what are you doing now?
 RS: I'm the program administrator for a community language program
 in Chinatown
 we teach English to people in the neighborhood
 [uh] so it's mostly Asians but
 our doors are open to everyone
 but it's mostly locals
 SM: what are your responsibilities there?
 who makes the decisions about
 the curriculum for example?
 or course development?
 RS: I do
 uh well

I do but
I mean
in our program
the teachers do get a lot of say
in what goes into the program
but I
as an administrator
take their suggestions and I sit down in my office
and I pick those suggestions that make sense to me

D.1.14

- SM: you've taught for many years
does this [uh]
does this change the way you approach
approach your role as administrator?
- RS: yes
I mean
I mean it should but
the truth is
that we have to demonstrate a
certain amount of improvement
because
we're state-funded so
that's the reason that
to keep our funding
we have to show test scores and
positive evaluation
and I have to make sure we're showing that and
that part isn't always as fun
as it is to be in the classroom
it's a lot of
- SM: paperwork?
- RS: paperwork
and
just red tape

D.1.15

- SM: have you studied any other languages?
- RS: I have studied other languages
I studied Spanish in school
but not
not to the level of fluency I would like
this is a limitation to me as a teacher
- SM: what do you mean?
- RS: I haven't been pushed through language instruction
to that level
all the way
that's a
that's a whole experience I just
I don't know what that's like
- SM: do you think that's important?
you can be an effective teacher without having learned another language fluently
can't you?
- RS: you can but
I don't know
I think it helps if uh
you have
some personal experience of
you know

SM: know what it's like
to act as a model?
for students
I mean uh
to model success in the language?
most people would argue that a native speaker
a native speaker is a better model
linguistically

RS: well
in the sense that uh
in the sense that we know
I don't know
we know how to make the language work
but do we really know **how** the language works?

D.1.16

SM: so are we
two native speaker English teachers
prepared to admit that non-native speakers
non-native speakers might be better at our job than we are?

RS: that's exactly what I'm saying
and I'll continue to say it
I wrote a paper on that
but it's not that they are better or
we're worse
it's
but in relating to students
it's true
what I was saying before
I don't
I don't know what it's like to achieve more than basic skills in another language
and be pushed all the way through the system
you know?
a non-native speaker is better equipped for that.

D.1.17

SM: most language schools
here in Prague at least
and we've both
we've both taught in Boston
most schools uh
let's say value
most schools value native speakers over non-native speakers

RS: right
that's true everywhere
everywhere I've taught at least
but maybe uh
maybe we shouldn't

SM: what about the student's perspective?
most students I've encountered
they don't really feel comfortable um
they don't feel comfortable with a non-native speaker
as a teacher

RS: sure
but they don't always
the average student
the average student doesn't know uh
what
I made a point of hiring two non-native speaker teachers
for our program

and I've gotten a lot of
 but I've had students come up to me and say
 hey
 I want a native speaker
 they actually request
 hey I want
 what basically amounts to
 a real teacher @
 and I get that but
 but I also know that
 after two weeks with their teacher
 they're happy
 they stop complaining
 but the higher-ups
 they complain as well
 I've insisted
 on keeping these teachers
 and given them reasons for
 for my choice
 they accept it
 but they uh
 they want native speakers

D.1.18

- SM: you mentioned having to show uh
 having to show progress
 in your program
 that you're state-funded and need to uh
 demonstrate progress
- RS: yeah
- SM: how do you do that?
 what
 how do you measure progress?
 do you use standardized tests?
- RS: standardized tests
 standardized tests don't test enough
 of what I think of as applicable skills
- SM: right
 it's more about how much you can remember
- RS: rather than how well you know the material
 and
 whether or not you actually understand it
 we use achievement tests
 we have to
 to show progress
 but I personally feel it's much more
 much more important to show improvement
 if a student comes to me and says
 I went to the bank yesterday
 and they feel they've learned something useful
 that's much more rewarding to me

D.1.19

- SM: how do you
 what do you think is the best way to address
 how should teachers address students' needs in the classroom?
- RS: well [um]
 you have to know [uh]
 you have to know what a students' needs are first
 but [um]

for example
 in our programs
 actually this was really great
 a teacher at our program in [name of institution]
 she came up with this great way of
 a lot of our students are looking have jobs in
 or are looking for jobs
 in the service industry
 so
 for example
 one of our teachers set up a
 she basically set up a grocery store in the classroom
 with different departments
 she had a meat department
 bakery
 deli and you know
 she even set up a register
 and she said okay
 I'm a customer
 and I need to buy some groceries
 and she set students up at one of the stations
 she went around to each station and played the part of a customer
 @@ like giving them a hard time too
 asking all sorts of questions @@
 it was great
 the students they
 they really value practical skills like that
 they don't feel comfortable in these situations when they leave the classroom
 so what
 what better way to prepare them
 for the real world
 than to replicate it

D.1.20

- RS: when students come to us
 we ask them to tell us what their needs are
 the problem is
 and in our program we're dealing with people that
 some of them have no formal education background
 we actually have a mix in our classrooms
 people with Master's degrees
 we have people that are **doctors**
 in their own countries
 and they just
 they need enough English to complete daily tasks
- SM: right
- RS: a pushback to the need to show quantifiable progress
 we actually put it in our goal statement
 to create an environment that strives to achieve your personal goals effectively
 so we really consider a student's needs when
 when we place them in a course

D.1.21

- SM: how do your students get placed in specific courses?
 are you responsible for that?
- RS: we all do placements so
 I do them as well but
 the majority of them are done by our teachers
- SM: how do you evaluate a student's level for placement?
 our placement test

I really like it
 it's one of the only placement tests I can recommend
 it's authentic and evaluated against three criteria
 the ability to understand the question
 ability to be understood by the tester
 and grammatical complexity
 SM: in their production?
 RS: right
 and it's a really good
 I really like our placement test
 for example
 one way we use to evaluate a student's needs
 especially when we're dealing with a low level of proficiency
 is to show a page of photos like
 someone at the store or the bank
 shopping
 then we ask people to tell us if they see themselves there
 SM: if they identify with the person in the picture?
 RS: if this is something they see themselves doing
 it helps in uh
 in deciding on the curriculum for the course as well
 or placing the student in the right class

D.1.22

SM: what makes a school successful?
 RS: teachers
 its teachers
 good teachers make the difference
 between positive student outcomes
 and failure
 SM: what makes a good teacher?
 RS: a happy teacher
 SM: @@what makes a teacher happy? @@
 RS: a good supervisor
 a supervisor who understands the perspective of a teacher and
 isn't focused solely on the business aspect
 job security
 paid preparation time
 that's huge
 you've got to have paid preparation time
 but
 ultimately there are
 we have limits imposed on us by
 because again
 we're state funded
 if it were up to me
 we would have weekly meetings on curriculum
 lots of teacher input
 lots of planning time
 but I can't pay teachers for so much time
 so much time out of the classroom
 because I need them in the classroom
 and we don't have that many resources so
 I need them in the classroom
 but if it were up to me

Appendix D.2: Klara Krieger (Interview Transcript – Partial)

Duration of Interview: <<01:18:53>>

D.2.1

SM: (introduction to the project)

KK: I mean
it's a pretty unique situation we have with English
being the only language that has more non-native users than native users
so I find it quite interesting to see what
what's happening to the language

D.2.2

SM: can you tell me a little bit about yourself?

KK: [um] yeah
I'm a teacher trainer
and
basically now that's mainly what I do
I teach from time to time
but mostly I'm observed when I'm teaching by
by trainees
so there's very little kind of
authentic classroom time
if you want
and most of the time I spend in the classroom with the trainees
either teaching them something
which means like
like you took a TEFL course
you know what it
what it contains more or less
but like
teaching them how to teach
[um]
or
sitting in a class observing them teaching and then
do feedback with them on what's good and what's not too great
and I do that for certificate course
which is basically the TEFL course people know
but also
like I've recently started doing it on diploma courses
which is
a higher level qualification
so [um] yeah
it's very very interesting
...
yeah
so it's a very interesting field
but it
like the deeper I get into
the jungle of what is TEFL and English teaching
[um]
the more monsters I find @@
so it's a very interesting time I think
in TEFL at the moment

D.2.3

SM: how long have you been a teacher trainer

KK: [um]m
[um] I've been a

like a full-time teacher trainer I've been since 2014
before that
like since 2013
I've been a teaching practice
a teaching practice observer
weirdly they first let you observe
then they only let you do inputs which
for me is weird
because I think there are more skills in observing and giving feedback but
nevertheless
yeah so
it's [um]
four years now basically

D.2.4

SM: and you mentioned you taught before then?
how long were you teaching?
KK: [um] before that I was teaching for two years
here in Prague
SM: are you from Prague originally
KK: no I'm from Switzerland
...
I've lived here for that time basically
I came here and I taught
I started by teaching
and then I moved into training
that actually is kinda connected to ELF or
or non-nativespeakerism
nativespeakerism
in a way

D.2.5

SM: did you also do the TEFL certification?
or you did some other certification course?
KK: [um]
I did the TEFL certificate
and then I did the DELTA

D.2.6

SM: I think the longer you teach
the more you kind of develop your own style
and move away from
from the very structured
format yeah let's say
that something like TEFL Worldwide promotes
KK: yeah like
not all TEFL courses are like that
I think TEFL Worldwide is an especially strict kind of course where it's like
okay this is the formula for teaching
this is what you do
since
like I've worked there for two years
but after that I've discovered that other courses are way freer which
[um] yeah offers a lot more freedom to people who are more creative
or less dependent on frameworks but
for others I think it's more difficult because you can get lost more easily
SM: yeah I think the structure is helpful
KK: for me it was very very helpful to start with
and then it was also very helpful to kind of abandon some of it and go my own way but
basically the reason that I moved into training so fast was that I didn't

like I
 I had
 I didn't really have a choice
 it was more or less either you're going to do that and
 and kinda of specialize very quickly in something or
 you give up
 yeah?
 because
 especially when I started in 2011, 12
 things were a bit different still
 it was almost impossible for me even to like graduate with distinction
 it was almost impossible to find a job as a non-native speaker

D.2.7

- (continuation of previous topic)*
- SM: yeah
 that's a topic that's come up time and time again
 both from my ELF users and my teachers and administrators
 [um]
 and we can spend a little time on that because I think you might have some perspective here
- KK: yeah well
 I @@
 a lot of it actually
 so yeah
 I think I would have benefitted more from having you know a longer time as like just a teacher
 [um] and getting a bit more into [??] like
 what is my own teaching style before looking at other people's teaching style
 but then again
 a good friend of mine always says like
 Usain Bolt's coach cannot run faster than Usain Bolt
 he's just really good at coaching
 so that's my @@ excuse for not having as much teaching experience myself
- SM: sure sure
- KK: but yeah
 yeah it was very eye-opening and
 at that point I didn't even understand what was happening and that
 I was actually like [um]
 severely discriminated against
 when [um]
 I applied for jobs in the very beginning and [um]
 like everyone else on my course was employed
 like within two weeks yeah?
 ...
 [um]
 and for me it was just like
 I was working in Mlada Boleslav where Skoda is
 because nobody wanted that job because you had to get up at four o'clock in the morning
 and take a bus and a metro and a bus @@ and
 that was kind of the point where I
 where I started to question it
 and [um] I worked there
 for a while
 and then realized hey okay
 I need to change something
 because that's not working for me
 so it was either [um] [??] in the field or
 or go home
 and it took me a very long time to actually realize what had happened
 [um]
 but ever since I'm trying to sort of actively work on equality

or equity within the industry
 and it's very very frustrating
 it's very very difficult
 I don't know
 it feels a little bit like any other kind of struggle for equality
 I think you could compare it to feminists in the seventies trying to
 push their agenda

D.2.8

- SM: you know
 I'm able to play off the American card
 but I do recognize
 for a lot of friends of mine who are not native speakers
 they do have a much harder time
 finding
 not finding a job necessarily here in Prague
 because the market is wide open
 but finding a job they want
 or a job they like
 and I think that's very unfair
- KK: [um] yeah
 it is unfair and it's unjustified
 but it also
 it makes our industry a joke
 you know?
 there's no professionalism in this
 to just say okay
 every native speaker can come and teach
 but people who
 you know especially local people who may have spent three or four years
 doing a Bachelor's degree in teaching English
 it's just so difficult to say ah well okay
 but that guy took a four-week course so clearly he's superior
- SM: it's remarkably unfair
- KK: especially considering that not every native speaker has
 [um]
 an amazing awareness of their language
 if I compare it to my own native language
 I don't know anything about it
 like I don't know why we say things
 or what tenses we use and why or
 I don't know how to explain a case system
 I can just use it
 so yeah
 [um]
 it's yeah
 it's kinda difficult and for me it's also very
 tragic
 in terms of it's a kind it destroys the market you know
 because a lot of people do it for a year or something
 and are not really interested in long-term development of the industry
 [um]
 and teach for very little money
 that kind of destroys it for people who want to make a living out of it yeah

D.2.9

- SM: I'll play devil's advocate here
 [um] with the types of arguments I've heard most often
- KK: [mhm]
- SM: so most people will say that uh

native speakers know the language better than non-native speakers
 which you've already mentioned
 as a teacher trainer
 how would you evaluate a
 typical native speaker's knowledge of English?
 KK: like in terms of language awareness
 like grammar?
 SM: right
 grammar
 the rules
 why we do things
 why things are said a certain way
 KK: on average it's poor to very poor
 like [um]
 like with people who call themselves grammar nazis
 are the ones who know the difference between your and you're with apostrophe
 that's the extent to to
 to where it goes
 if you compare it to
 a non-native speaker
 who has learned all the rules
 and you can basically
 on the first day you can ask them
 what's the past perfect continuous passive voice
 and they will just tell you
 and all the Americans are just like
 "WHAT!?"
 that is not their problem yeah
 it's not their fault
 it's just the education system's fault in a way
 SM: well
 it's their native language
 they don't need to know what that is
 KK: [um] exactly
 I don't know anything about my native language either
 but
 that's just
 what the challenge is for native speakers

D.2.10

SM: another argument I hear a lot is that
 non-native speakers don't have the right accent
 so
 they're going to be teaching the *wrong* accent
 KK: well what is the right accent?
 that's my question
 because again the accent of
 my colleague David who's from Scotland
 is that the right accent?
 someone who says "scuyl" instead of "school"
 is that the right accent?
 is that what people want to learn?
 or is the right accent a New Yorkian one?
 which I personally think is [tsss]
 I think there are prettier ones
 that just
 that doesn't make sense to me
 because there is not one English accent
 there is so many accents
 and a lot of students just want to be understood

...

KK: if you ask a lot of students
they
a lot of them say that like
at least in my experience
that their accent is part of their identity
which for me it is as well
like my accent is part of my identity
I don't strive for [um]
an American accent
because why?
I'm Swiss
so I should sound like I'm Swiss
but okay
obviously you want to work towards
intelligibility yeah
as far as it goes
but you would never say oh
well I don't want an Irish teacher because they cannot teach me the "th" sounds
which is also an accent
but if you have a Czech teacher who [um]
cannot really make the "th" sounds
or does not differentiate between them well
then that's a problem
I don't know
it's a very interesting standard

D.2.11

SM: how did you learn English?

KK: well
like I'm old @@
and when I went to school back then
it's basically
the first language you learned was German
because that was basically the
key to learning to read and everything
because Swiss German is not like
no written form exists

SM: really? I
didn't know that

KK: so first you learn German
and now it's changed but back then
when you went to school you learned French
[um] for about four years
and then
then you start to learn English

SM: at what age do you start that process?

KK: well back then
when I had my first English lesson
I was 12 or 13
so
very late compared to now
or compared to other countries
where you have pre-school English
and all that [um]
yeah so very very late
but for me like
it's always the kind of
it's basically I always tell my students it's
the motivation that is key so

my favorite bands were The Beatles and Stones and Bob Dylan
and I wanted to know what they were singing about
so I translated it
@@
especially with Bob Dylan that gives you a lot of pronunciation work

D.2.12

- KK: I'm a non-native but I'm also non-local
so language schools don't know what to do with that
- SM: in terms of your background
I think that
and at least in my experience with non-native speakers
there is this sense of community that
I agree
there is a sense of identification with other people who have been in a similar situation
- KK: it's more complicated than that
because I can
on one hand I can offer my American colleague a cookie
and then turn around and offer my British colleague a biscuit
...
I think [um]
it's just something that shouldn't be that important in the hiring process
I just don't think it's a useful distinction to make to say
[mm] that you have native or non-native speaking teachers
because it
it just doesn't matter
if you're a good teacher
you're a good teacher
but
it doesn't really matter what your native language is
but
and where a lot of people get me wrong
you have to have a high level of English to be able to teach it
- SM: sure
I think that's reasonable @@
- KK: I think that's a necessity yeah
because there is this movement of equality and of non-natives saying okay
enough is enough
to say here we draw the line
and we want to bring professionalism back into the industry
and we want to have equal wages and all that
which I absolutely support
but then you have a lot of people
like I
I did a presentation at Glasgow for IATEFL
and afterwards I got lots of emails from people saying
oh yeah
absolutely
thank you for doing this
it's very important that we're equal
but even in that short email their English was so bad that I actually felt bad about it
because I was like
you're not actually who I am talking about
@@
I actually talk about other people
so it's a very difficult thing
because you need to establish okay
you need to have a very high level
but you don't need to be native
there's no reason why you have to be native

- SM: you know
there's the other argument as well that I think is an important one
that a nonnative speaker has learned the language
so we've said that they understand the grammar they understand
they're aware of the language structure
but even more than that you know
some American kid from Kansas who has only ever used English to communicate
and has only studied one year of let's say Spanish in school
is also not equipped psychologically to identify with the students in the sense that
you know
I know that this is difficult
and I know that there are going to be challenges
but you can succeed
I think it's important for students to see that
to know that it's possible
- KK: I think that
because
I don't know if you read about it
there's also this phenomenon called imposter syndrome
that non-native teachers have
and I think I suffered from that severely until one of my C1 students told me
oh you're not a native speaker
that's really great to hear because
it makes me feel that it's possible for me to reach that same level
which
something like that really
really helps you as a trainer
but also like
we did a study on that actually last year
and it turned out that one of the biggest factors for new teachers
and non-native speaking teachers
was also to have a non-native speaking trainer
because they saw
okay
it's possible to get somewhere without being a native speaker
and the course I took [um]
all the trainers were native speakers
and most of my peers were native speakers
so
you know there was always the idea of
you have to be a native speaker to make this work
and for a very very long time
and then
it took a whole while for me to understand no
wait a minute
what I have to offer is actually of value

- SM: sometimes my students come up with new words to explain concepts
and I usually feel compelled to point out
well hey look
that's not technically a word
but I understand it
- KK: one of my students this morning came up with a word
trashman instead of garbage man
which I found was such a great word
I want to be a trashman @@@ when I grow older @@
- SM: but that's exactly

that's something that falls very much into the category of ELF

KK: yeah

SM: where
you know
I don't need any context to understand what trashman is
and I'm a native speaker but
still it's not technically the right term so
if
my argument is always that you know
if everyone in the room understands what you mean
then the fact that it's not technically considered a word
it's not technically the correct grammar
shouldn't really matter

KK: like I completely agree with you
but the weird thing to me is that sometimes
I like
kinda find boundaries in my beliefs
so I complete agree with the statement that you just made
but then sometimes that happens and they're like
well everyone understood
and I'm like yeah
but it hurts
@@
I mean come on you cannot
you cannot say that

D.2.15

SM: you mentioned you studied French
how long did you study French?

KK: a long time let me count
6, 7, 8, 9 years
and it was a very traditional grammar-translation approach
where it was really just
okay
here you've got a list of words
look it up in the dictionary
write it down
learn it
[um]
the most boring thing I've ever done in my life
but
unfortunately
quite effective

SM: why unfortunately?

KK: well because
as a
I don't know
in my position now as let's say a 21st century language teacher
looking at language as a skill and
[dun] [dun] [dun] [dun] [dun] [dun] [dun]
and communicative approach
[bla] [bla] [bla]
I would love to say the grammar-translation failed me
because it's old and it's stupid and it's boring
but it didn't
it totally works
it's absolutely justified in a way
it's not a lot of fun
but
it's very reliable and it works

and it made a lot of people hate the language
that's for sure
but it does work

D.2.16

- SM: people have tried different methods
and there is a lot to say for the traditional way
I agree
it's not very fun
it's not very fun
- KK: it's not
like with my
my czech which is
just terrible
it's interesting because I'm not making a very conscious effort
or my conscious efforts are very sporadic so
I didn't do anything
to learn the language
but everything is so heavily contextualized
because it's my life
I can understand a lot
and even if I don't
I can repeat something that they said
and usually that works as an answer
like if you're willing to accept
whatever happens with what you give them
it's quite interesting
the case can be made that
with enough context
you can sort of like sort of
second language acquisition theory
but
I mean I had to eat a lot of meals I didn't really want just because that's
that's what it got me

D.2.17

- SM: have you studied any other languages?
- KK: [mm]
well [um]
Swedish
which is not really ah
it's not that interesting because it's basically
if you speak German and English you just say German words
kind of in English
and then you have Swedish
it's extremely useless as well because
Swedish people all speak great English
so it's completely useless
French
Italian I speak a little bit
not great
and then yeah
my Czech efforts but
they're very limited

D.2.18

- SM: do you
I guess this matters a bit more when you're teaching directly
but I think will also apply in being a teacher trainer
do you think your experience in the language classroom

as a student
has affected how you approach the classroom as a teacher or teacher trainer?

KK: [um]
it's tough to say because
the experience the students I observe or my students have
is far far away from me
as an adult I've never really attended group classes
and made like
a really consistent effort to learn a language
but I think what it
what it does is like
just to be multilingual
in a way what it does is to give you a lot of insight into
yeah they're probably not going to get that word
or they're definitely going to get that one
because it's the same in the five languages that I know so
chances are it's the same in their language as well
our classes here are super multilingual
like we've got a lot of Brazilians for some reason
I don't know how

SM: @@ Brazilians are everywhere

KK: obviously lot's of Russians Ukrainians
all that
but then also a lot of Chinese people
Vietnamese
so you've got so many different languages that it's
a lot of them
the Russians and Czechs especially
they learn German at some point
so it takes me half a second to identify okay
what they're saying is because they're thinking of the German word [bla] [bla] [bla] [bla] [bla]
which is
I don't know how useful that is a skill really
because
I mean
it comes up
every now and then
and I don't know how useful it is to know the reason for their mistake
it does help
I'm not a native speaker but I think students respect me
for knowing a lot of languages
so when they say something in French
I reply in French and then this is how we say that in English
and they're like okay
she's got some insight
like we've got a lot of French speakers recently as well
just to know that I know their native language helps
it's the same with the Czech students
just that they know that I have a little bit of Czech
it kind of
I don't know
it helps in terms of credibility

D.2.19

SM: this comes up a lot in my classrooms as well
because I've also studied a series of languages
and if they speak a language I know
it was so easy for me to explain it to them
and part of what TEFL argues
at least when I did it

is that you shouldn't need that
you shouldn't need to rely on another language
you should only use the target language
but the fact of the matter is that
sometimes you're really limited so

...

KK: it's basically like yeah
but if you have an A1 class
and they don't know the word for "dog"
and you could just translate it for them
that is a very easy fix
and why shouldn't that be used?

SM: maybe "dog" you can get on the ground and start barking
but what if you need to explain the word "soul"
or what if you need to explain "identity" @@
that becomes much harder

KK: @@@

exactly

why shouldn't we use everything that's there?

SM: all of our tools

D.2.20

SM: in the TEFL Worldwide courses
I'm always surprised that there's so little theoretical knowledge
at least
when I took the course in 2006
there was almost none

KK: well I think it's basically still the same course [mm]

SM: that's always a surprise to me
and I know I'm coming at it from a totally different perspective
but it seems to me
I don't know how I would handle a classroom
or design a course let alone a curriculum
without knowing these things

KK: but I think that's just a sign of a better-educated, better-trained, more-experienced teacher
that you start to notice
like look up these things
and start to realize that you need these things
because I think a lot of people like to
you get by without
like the amount of teachers that get by on rapport with students is
it's incredible

SM: sure
a charismatic teacher can do a lot more than someone who's monotonous
and kinda boring

D.2.21

SM: what makes a good teacher?

if you had to summarize it

KK: what makes a good teacher?

a very solid subject knowledge
the ability to apply that knowledge themselves
empathy
for the students
a sense of humor
like

sometimes you just have to laugh about everything because @@
especially in English it's @@
sometimes it is quite ridiculous when you think about it
yeah

I think for me
 knowledge is key but
 obviously like I know a lot of people that have the knowledge but they cannot get it across
 because they're too spaced out
 they're too much in their own world so
 you have to be
 like I'm not an extrovert or anything
 but you have to be able to connect to people and
 and understand what they need at certain points
 and I think a lot of teaching
 a lot of teaching is decision-making at the right points
 but that's a difficult question

SM: ...
 it's always the classroom and the teacher that gets blamed
 so this question
 what makes an effective teacher I feel
 is an important question to answer
 or to try to answer

KK: I think it is an important question
 but I think it also really really depends on the class yeah
 so
 you know sometimes we've got conversations here where it's like
 oh you know maybe Klara you should teach this class for a week
 because they're really out of control and
 I've got the reputation of being the hard-ass who's not playing games with them
 and then another class actually needs someone who's just being nice
 and not as strict
 and doesn't insist on learning
 something
 all the time
 so I guess it depends a lot
 but it is always easy to blame the teacher

D.2.22

SM: as a teacher and teacher trainer especially
 how important do you think it is to emphasize the idea that
 students should be taught what they need
 not necessarily what native-speaker standards

KK: well I guess it depends on the goals of the students
 yeah like
 if your goal as a student is to sound like a native speaker and to go to
 the States or whatever
 and fit in perfectly
 maybe that is what's important to you
 I personally think it's not like
 I think for a lot of people the goal is
 like they have some idea of perfect English or what English should be
 and want to teach that
 I think that's just not always very useful
 for a lot of people that's not
 like your version of perfect in English
 is not my perfect version of English
 I think it really really depends on what you want to do with the language
 I'm not a big fan of lying to your students a little bit
 and being like at a later level like
 oh yeah I told you that but that's not true
 I try to be always honest with them